LAKE FOREST COLLEGE CALENDAR

FALL SEMESTER 1999

Wednesday	August	25	Registration
Thursday	August	26	First day of classes
Monday	September	6	Labor Day (classes held)
Wednesday	September	8	Last day for permissible change of registration, Last day to register for credit/D/fail option
Wednesday	October	6	Warning grade reports due
Sat-Tue	October	16-19	Mid-semester break
Friday	October	29	Last day for approved withdrawal from a course with an automatic "W"
Thur-Sun	November	25-28	Thanksgiving break
Tuesday	December	7	Last day of classes
Wed-Thu	December	8-9	Reading days
Fri-Sat	December	10-11	Final exams
Sunday	December	12	Reading day
Mon-Wed	December	13-15	Final exams
Thursday	December	16-	
Sunday	January	9	Winter break*

SPRING SEMESTER 2000

Monday	January	10	Registration
Tuesday	January	11	First day of classes
Monday	January	24	Last day for permissible change of registration, Last day to register for credit/D/fail option
Monday	February	21	Warning grade reports due
Sat-Sun	March	4-12	Mid-semester break**
Monday	March	20	Last day for approved withdrawal from a course with an automatic "W"
Tuesday	April	4	Student Symposium
Tuesday	April	25	Last day of classes
Wed-Thu	April	26-27	Reading days
Fri-Sat	April	28-29	Final exams
Sunday	April	30	Reading day
Mon-Wed	May	1-3	Final exams
Saturday	May	6	Commencement

FALL SEMESTER 2000 (Tentative)

Wednesday	August	30	Registration
Thursday	August	31	First day of classes
Monday	September	4	Labor Day (classes held)
Wednesday	September	13	Last day for permissible change of registration, Last day to register for credit/D/fail option
Wednesday	October	11	Warning grade reports due
Sat-Tue	October	21-24	Mid-semester break
Friday	November	3	Last day for approved withdrawal from a course with an automatic "W"
Thur-Sun	November	23-26	Thanksgiving break
Tnesday	December	12	Last day of classes
Wed-Thu	December	13-14	Reading days
Fri-Sat	December	15-16	Final exams
Sunday	December	17	Reading day
Mon-Wed	December	18-20	Final exams
Thursday	December	21-	
Sunday	January	14	Winter break*

SPRING SEMESTER 2001 (Tentative)

Monday	January	15	Registration
Tuesday	January	16	First day of classes
Monday	January	29	Last day for permissible change of registration, Last day to register for credit/D/fail option
Monday	February	26	Warning grade reports due
Sat-Sun	March	10-18	Mid-semester break**
Monday	March	26	Last day for approved withdrawal from a course with an automatic "W"
Tuesday	April	10	Student Symposium
Tuesday	May	1	Last day of classes
Wed-Thu	May	2-3	Reading days
Fri-Sat	May	4-5	Final exams
Sunday	May	6	Reading day
Mnn-Wed	May	7-9	Final exams
Saturday	May	12	Commencement

* Residence halls and food services **closed**; ** Residence halls open/food services **closed**

LAKE FOREST COLLEGE

1999-2001 BULLETIN

Lake Forest College affirms that education ennobles the individual.

Our curriculum engages students in the breadth of the liberal arts and the depth of traditional disciplines. We encourage students to read critically, reason analytically, communicate persuasively, and, above all, to think for themselves. We foster creative talent and independent research. We embrace cultural diversity. We honor achievement.

Our faculty of distinguished scholars takes pride in its commitment to teaching. We know our students by name and prepare them to become responsible citizens of the global community. We enable students, faculty, trustees, and administrators to solve problems in a civil manner, collectively. We maintain a secure residential campus of great beauty. We enrich our curriculum with the vibrant resources of Chicago.

Lake Forest College celebrates the personal growth that accompanies the quest for excellence.

— Approved by the Faculty and Trustees, May 1992.

Volume 75
Published by Lake Forest College, Lake Forest, Illinois.

Holleman

Lake Forest College's nondiscrimination policies are based on federal laws and regulations, including Title IX and other relevant regulations, as well as on its institutional ideals.

It is the stated policy of Lake Forest College that appropriate qualifications for and performance of specific duties are the basic criteria for the employment and promotion of all College academic and nonacademic staff. Lake Forest College does not discriminate against any persons because of race, color, sex, religion, or national or ethnic origin in its education program, activities, or employment. In addition, Lake Forest College is required by Title IX and regulations promulgated thereunder not to discriminate on the basis of sex in educational programs, activities, and employment. Lake Forest College does not discriminate on the basis of handicap against any otherwise qualified person by denying participation in, or the benefits of, any College program or activity. Lake Forest College also does not discriminate on the basis of sexual orientation in its education programs, activities, or employment. For purpose of this policy, the term "sexual orientation" means the status or expression, whether actual or perceived, or heterosexuality, homosexuality, or bisexuality.

The campus coordinator for Title IX (prohibiting sex discrimination) is the Personnel Officer, to whom inquiries concerning Title IX may be referred. The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting handicap discrimination) is David Spadafora, President.

Lake Forest College
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CONTENTS

General Information 5

Admission to the College 13

Undergraduate Tuition and Expenses 17

Financial Assistance 21

Undergraduate Curriculum 26
General Education Requirements 26

The Graduate Program in Liberal Studies 47
Tuition and Expenses 52

Undergraduate Subjects of Instruction
African American Studies 53
American Studies 54
Area Studies 55
Art 56
Asian Studies 61
Biology 63
Chemistry 70
Communications Program 74
Economics and Business 76
Education 83
English 90
Environmental Studies 96
Foreign Languages and Literatures 99
Freshman Studies 117
History 121
Honors Seminar 127
Independent Scholar 129
International Relations 130
Internships and Practicums 131
Latin American Studies 132
Mathematics and Computer Science 135
Metropolitan Studies 141
Music 142
Philosophy 146
Physics 151
Politics 154
Psychology 158
Religion 164
Sociology and Anthropology 168
Theatre 174
Women's Studies 176

Directories 177

Index 192

GENERAL INFORMATION

LAKE FOREST COLLEGE: AN INTRODUCTION

Lake Forest College is a coeducational undergraduate institution offering students the opportunities and challenges of a liberal arts education in a community self-consciously dedicated to learning. Undergraduate study at the College is intended to provide preparation for a lifetime of encounters with enduring, fundamental questions and new, unexplored frontiers. The College seeks to cultivate the methods and skills of the well-trained intellect and to foster a spirit of curiosity concerning the ways of nature and society and the responses of humankind to both. At the same time, it endeavors to help individuals develop themselves for leadership, service, and personal fulfillment.

The institution from which the College derived was founded in 1857 as Lind University by the same group of visionary Presbyterians who founded the town of Lake Forest (1861) and established its First Presbyterian Church (1859). The institution grew to include male and female academies, a coeducational undergraduate college, and graduate schools of medicine, dentistry, and law. The undergraduate college enrolled its first students in 1876 as Lake Forest University. During the early part of the twentieth century, the graduate schools were disassociated from the University and the academies became autonomous schools (continuing today as Lake Forest Academy/Ferry Hall). Full attention was thereafter devoted by Lake Forest University to its undergraduate college. Accordingly, the institution was formally renamed Lake Forest College in 1965.

Throughout its history, the College has continued to express many of the values cherished by its founders. Today the faculty, students, and staff come from diverse ethnic, racial, and religious backgrounds. The College is governed by an independent Board of Trustees while maintaining a relationship with the Presbyterian Church, U.S.A. Lake Forest College is accredited at the undergraduate and the master's degree levels by the North Central Association of Colleges and Schools and is registered by the Board of Higher Education of the State of Illinois.

After more than a century of undergraduate education, the College offers a curriculum in the liberal arts that combines requirements for a balance of breadth and depth of study in disciplinary inquiry with many opportunities for interdisciplinary exploration, independent academic work, and freedom of choice in designing one's course of study. The undergraduate academic programs are enhanced by cooperative degree programs with several other institutions of higher education, for-credit internship experiences in the United States and abroad, and a wide array of programs for international study. The College's graduate program in liberal studies, established in 1976, pursues a strongly interdisciplinary approach.

By virtue of its small size, Lake Forest College fosters interaction between students and faculty. As a result of its location near Chicago, students have exposure to the myriad cultural opportunities available only in one of the world's great cities. In its curriculum and its student life, Lake Forest's special qualities are perhaps best defined in a statement about the College approved by the faculty and trustees in 1992, which is printed on the second page of this bulletin.

LOCATION

Lake Forest College is located several blocks from Lake Michigan in the small city of Lake Forest, Illinois. One of the suburbs on Chicago's North Shore, Lake Forest provides a quiet, secure, and beautiful environment for the College. The campus is 25 miles northeast of O'Hare Airport via the Tri-State Tollway (Interstate 294), 35 minutes by car and about an hour on the airport bus. Downtown Chicago, with its intellectual, cultural, and educational resources, is approximately 30 miles away. The superb commuter railroad takes about an hour to reach the heart of the city. The campus is a short walk or cab ride from the railroad station in Lake Forest. Students and faculty have access to the libraries of Northwestern University, the University of Chicago, the University of Illinois at Chicago, and the Chicago Historical Society as well as to the Newberry Library and the Chicago Public Library. The Chicago Symphony, the Lyric Opera, the Goodman Theatre, the Museum of Contemporary Art, and the Art Institute of Chicago are among the many cultural institutions that make Chicago a national center for music, drama, and art. The Museum of Science and Industry, the Field Museum of Natural History, the Adler Planetarium, the Shedd Aquarium, and Argonne National Laboratory are available to our students both informally and in some cases for course work. The location of the College gives it the best of the suburban and urban worlds.

FACULTY

At the center of Lake Forest College stands its distinguished faculty. They are first and foremost teachers, and the College seeks out and retains faculty members principally because they enjoy and excel at teaching undergraduates. Faculty members, rather than graduate assistants, teach the courses and provide academic advising, and they are easily available to students. A student/faculty ratio of about 12:1 gives students easy access to their teachers while enabling them to have informed counsel about their individual programs of study. Small class size and flexibility in instructional methods provide our students with regular opportunities for the give and take of classroom discussion and other forms of active and/or experiential learning.

The faculty's tradition of teaching excellence is matched and supported by its achievement in scholarly research. Approximately 95% of the full-time teaching faculty hold doctoral degrees. Many are recognized authorities in their fields and are actively involved as lecturers, consultants, journal editors, authors, and artists. In recent years faculty members have been awarded fellowships or other national awards by the American Council of Learned Societies, the Fulbright Commission, the German Marshall Fund, the Andrew W. Mellon Foundation, the National Endowment for the Humanities, the Phi Beta Kappa Society, the Presidential Young Investigator Program of the National Science Foundation, the Rockefeller Foundation, and the Woodrow Wilson National Fellowship Foundation. Students at the College enjoy the benefits of undertaking research supervised by these nationally prominent scholars or enrolling in courses that they teach.

STUDENTS

For many years the College has fostered diversity within the student body and commitment among its students to high standards of academic excellence and personal integrity. Virtually all states of the Union and a considerable number of foreign countries are represented among the undergraduates. The diversity of the College community is seen in more than the geographical, educational, and racial and ethnic backgrounds of its students. It is also found in the broad range of personalities at the College. A student at Lake Forest is accepted as an individual, with particular intellectual and personal talents and needs.

For each of these individuals, the College is a place to study, work, enjoy, and live. Students participate in a variety of activities. They join the faculty in the governing of the College through participation in committees and representation on the Board of Trustees. Student writers and performers take part in the FM radio station, the student newspaper, literary magazines, the yearbook, the chorus and instrumental ensembles, and theatre groups. Honorary societies in biology, drama, economics, education, foreign languages, philosophy, politics, psychology, chemistry, and physics enjoy active student participation as do other special-interest clubs. The College provides physical education for interested students and maintains a comprehensive intramural and

intercollegiate athletic program. There are several local fraternities and sororities and interest groups, as well as one national fraternity, all housed within the residence halls. The members of these groups take their meals with all other students in the dining hall and find their associations and activities across the campus. All have equal opportunity to take advantage of the richness of the College's programs.

ACADEMIC CALENDAR

Fall and Spring Semesters

The academic calendar of Lake Forest College is based on two 15-week semesters, from late August through mid-December and from mid-January to early May. Students normally take four course credits per semester (the equivalent of 16 semester hours). All courses run for 15 weeks, with the exception of the courses associated with the Lake Forest College Program in Greece and Turkey.

Summer Sessions

Two summer sessions offer a number of courses, the great majority being taught by regular members of the College's faculty. The first session, three weeks in length, runs from mid-May to early June, in which a student may enroll in a single course. The seven-week session extends from mid-June to late July, during which a student may enroll in a maximum of two courses.

RESEARCH AND LEARNING RESOURCES

The Office of Library and Information Technology (LIT) is committed to providing resources and services to enable students to find, evaluate, and effectively use information in all formats. LIT plays a vital role in helping students acquire the information literacy skills that will help them succeed in their academic careers and in their lives after they leave Lake Forest College.

Library Facilities

Library collections, services, and facilities are designed to support the curricular needs of students and faculty. The Donnelley Library is a 45,000-square-foot facility with study space for over 250 students. The Library is open more than 100 hours per week during the academic year and reference service is available approximately 70 hours per week. An Audio Visual Department, located on the lower level of Donnelley, supports viewing and listening facilities for individuals and small groups, a classroom for larger groups, and a lab for interactive group instruction in foreign languages.

Library collections include more than 275,000 volumes of books and periodicals. Approximately 5,000 new volumes are added to the collection each year. The library subscribes to over 1,100 current periodical titles, holds more than 85,000 pieces of microform, and through its participation in the Federal Depository Library Program has developed a collection of more than 80,000 federal government documents. The Library is also richly endowed with strong special collections and archives that provide students with the opportunity to work with rare books and primary source materials.

In addition to a strong core collection of print resources, the Library also provides access to several hundred online and CD-ROM databases. Included among these resources is full-text access to articles from over 1,400 unique serial titles. Public workstations and printers are available in Donnelley to provide students with access to these computerized services. The majority of these databases may also be searched from any networked computer on campus.

Classes and workshops are offered on a regular basis by librarians to help students develop competency in using both print and computerized library resources. The goal of these programs is to help Lake Forest College students become discriminating consumers of information.

To supplement its strong local collections, the Library also participates as a member of Illinet Online, a consortium that includes more than 40 academic libraries and whose combined holdings total more than 20 million volumes. Participating libraries share an online catalog of their holdings and students and faculty have the unique opportunity to search the catalogs of member libraries and charge out books on their own from any of these libraries. Most items charged out using this method are delivered to the campus within a week's time. The Library provides traditional interlibrary loan services for students and faculty as well. The Freeman Science Library located in the Johnson Science Center serves the needs of the Chemistry and Physics departments.

Many other fine library collections in the Chicago area are open to Lake Forest students and faculty. Full borrowing privileges are available at more than a dozen of these institutions, and with appropriate prior arrangement, collections of many other libraries in the area are available including the University of Chicago, Northwestern University, the Newberry Library, the Art Institute of Chicago, and the Chicago Historical Society.

Computing Facilities

Academic technology supplements, enriches, and often plays a very significant role in many courses at Lake Forest College. The Office of Library and Information Technology (LIT) provides services, equipment, and facilities to support this effort.

The campus computer network consists of a fiber-optic backbone that links all campus buildings. Access to this network, which supports both Macintosh and IBM-compatible computers, is available in every classroom, teaching laboratory, faculty office, and residence hall room. This means that students and faculty have access to E-mail, library databases, and various Internet resources, such as the World Wide Web, from any building on the campus.

LIT will provide, on extended loan, a network interface card and cable that will enable student and faculty computers to connect to the network. LIT staff offer workshops and tutorials on the use of networked resources and also provide full technical support.

The College maintains several public computing labs throughout the campus that have a total of over 100 microcomputers. All of these labs have computers that are connected to the campus network. Major computer laboratories are located in academic buildings on Middle Campus.

The computing lab in the Johnson Science Center is available 24 hours a day, seven days a week.

The Writing Center

The Writing Center offers individual instruction and information on every aspect of writing for all members of the campus community. These services are available for students working in any discipline and wanting to improve their writing in assigned papers, creative work, laboratory reports, research, senior theses, and other exercises. Staffed by the Director of Writing Programs, the Writing Center Assistant, and student tutors, the Writing Center provides assistance to students at all levels of writing competency. The Center also promotes professional interest in writing by organizing workshops for faculty and by supporting discussion, consultation, and informal meetings on issues of writing and pedagogy throughout the curriculum. The Writing Center plays a central role, therefore, in the College's development of the writing curriculum across the disciplines. The Center is located in Carnegie Hall and is open during the regular College term.

To encourage interest and excellence in writing, the Writing Center sponsors a Freshman Composition Contest and an annual Lake Forest College Writing Contest, both juried by faculty. Winners of the all-school contest are awarded the Pearl E. Pauker Prizes in Writing, the College's highest distinction for student writing in academic disciplines. These winning entries are published in the annual edition of *Lake Forest Papers*.

STUDENT LIFE AND ACTIVITIES

Residential Life

As a residential community, Lake Forest College offers each student the opportunity to develop a variety of life skills. Some of these skills may be learned in the residence hall; still others may be learned on the playing field or over meals in Commons. The College believes that virtually every experience, whether making new friends, writing a play, deciding on a major, or living with roommates, is an invitation to learn and to grow. Members of the faculty, administration, and residence staff all share in the responsibility for building and maintaining a sense of community that recognizes each student's need to learn and values each student's right to learn.

Nine residence halls provide options that include same-sex, coeducational, upperclass, freshman, and 24-hour-quiet living environments. The residence halls contain their own lounges for study and social activities, and two of them also have computer rooms that provide 24-hour access to microcomputers and printers and the campus network. Upperclassmen may live off-campus on approval from the Dean of the College Office, although housing in the area is limited. In addition, some upperclassmen are affiliated with housing units based on a common interest or purpose.

The residence hall staff attempt to foster an environment that is conducive to study and learning, promotes personal growth and responsibility, and assists students in adjusting to the Lake Forest College community. Residence hall staff include Resident Academic Fellows, Area Coordinators, Head Residents, and Resident Assistants. In each residence hall a Head Resident and Resident Assistants are selected by the Dean of the College Office. The staff provide peer-based counseling that is responsive to individual needs, and they coordinate programming and enforce residence hall regulations. The professional staff also provide counseling and programs as well as supervision for the student staff.

Athletics

Athletics at the varsity, club, intramural, physical education, and recreational levels are important to student life at Lake Forest College. Over 65% of the student body participates in some aspect of athletic programming. The Athletic Department offers a broad range of programs addressing the diverse needs of the community for competition, sports instruction, and recreation at different levels of skill and commitment.

As a member of NCAA Division III, Lake Forest College competes in both the Midwest Conference and the Northern Collegiate Hockey Association. The College sponsors varsity competition in 16 sports (basketball, cross-country, football, handball, hockey, soccer, swimming, and tennis for men; basketball, cross-country, handball, soccer, softball, swimming/diving, tennis, and volleyball for women). All of these programs have a tradition of excellence and have been successful at both the conference and national levels. The College expects team members to be students first. The coaches consistently challenge students to reach their potential as students and athletes, encouraging them to excel in both academics and athletic competition.

The College has an extensive club sport program. Club teams compete with local colleges and clubs both on and off the Lake Forest campus. Some of the sports offered at this level include women's ice hockey, baseball, rugby, women's lacrosse, men's volleyball, golf, sailing, fencing, track, water polo, and skydiving. The intramural program is strong throughout the year with basketball, volleyball, indoor soccer, and hockey being the most popular sports.

Students enjoy fitness classes such as aerobics and advanced conditioning, as well as instruction in lifetime sports such as golf, racquetball, tennis, scuba, lifeguarding, and swimming. These physical education courses do not receive academic credit at the College.

Music

In addition to offering a variety of courses in applied music, theory, composition, and music history, the Music Department supports the Lake Forest College Chorus, the Jazz Ensemble, a new-music ensemble, and numerous informal chamber groups. Compass, a student musicians' organization, presents numerous events. Coffeehouse performances, Sunday recitals, solo recitals, and other concerts feature these ensembles throughout the year. Several professional groups including Chicago-area rock bands, blues bands, chamber ensembles, solo recitalists, and gospel choirs give concerts on campus. Student rock bands perform on campus and in local clubs, and they are encouraged to use the College's electronic-music/recording studio.

A new College/community orchestra, the North Suburban Symphony, rehearses on campus and presents four concert programs a year. Interested students are invited and encouraged to perform with this orchestra.

Theatre

Lake Forest College students participate in an active campus theatre program, highlighted by a flexible theatre space and professional direction and design. The Allan Carr Theatre in Hixon Hall is an intimate and unique showcase for performing arts. This fully equipped facility adapts to proscenium, thrust, and experimental staging configurations and is a center for campus theatre activity. A wide variety of classic, contemporary, and original productions open to all students offers experience in all aspects of theatre: acting, directing, playwriting, designing, costuming, lighting, stagecraft, and publicity. The season is managed and staffed by the Garrick Players, a student organization with a campus and community history of excellence reaching back to the last century. With significant participation in at least one production, a student achieves Garrick voting membership. The group elects an Executive Board in the spring to serve for the following year, working in cooperation with the faculty director.

Art Galleries

The Sonnenschein Gallery and the adjacent Albright Room are located in Durand Institute on North Campus. Changing exhibitions are mounted in Sonnenschein Gallery throughout the academic year, displaying both the work of the faculty and students and works held in the collection owned by the College or lent by other collections. The Albright Room is normally used to exhibit works from the College-owned extensive collection of Pre-Columbian and African art.

The College art collection consists of the Sonnenschein Study Collection of several hundred European drawings and prints; the Freehling Gift of contemporary American prints, many of which hang in Young Hall; an extensive group of Pre-Columbian and African works; and prints, drawings, paintings, and photographs from various periods.

Communications

The Stentor, the College newspaper, is the students' weekly journal. The Campus Activities Office publishes a weekly Campus Capsule that includes information about campus events and official College announcements. *The Forester*, the College yearbook, is published annually. The fine arts magazine, *Tusitala*, includes writing, drawing, and photography by students. *Collage*, the foreign language literary magazine, includes original prose and poetry in foreign languages, as well as original artwork, by Lake Forest College students and faculty. College darkrooms are used both by photographers working on student and College publications and by students who are just becoming acquainted with the art and practice of photography.

Campus Events

The College sponsors a variety of cultural, social, and educational events on campus and in addition encourages students to take advantage of opportunities in Chicago. At the Campus Activities Office, students may obtain information about music, art, sports, festivals, and theatre in the city and suburbs. The office also offers a series of trips to a variety of major Chicago events ranging from Broadway musicals to national dance programs and professional sports. A Friends of the Arts program solicits concert and other tickets from members of the community, which would not otherwise be available. As a result, many Lake Forest students are able to attend Chicago Symphony concerts and other events free of charge.

The Campus Entertainment Committee is responsible for organizing all types of campus events including concerts, comedians, hypnotists, coffeehouse performances, films, lectures, dances, and many other entertaining and educational events. The committee also helps plan such traditional events as Homecoming, Family Weekend, and the Festival of Ra. Several of the 70 student organizations on campus sponsor events such as Semana Latina, Alcohol Awareness Week, Black History Month, and the International Week Celebration.

Through the generosity of the Sonnenschein Endowment Fund, an Artist-In-Residence is invited to the campus each year for an extended residency, which includes both public lectures and informal meetings with students and faculty. Speakers representing varied interests and disciplines come to the campus throughout the year as guests of departments or as part of the periodic Convocation series.

Volunteer Community Service

Lake Forest College students have many opportunities for involvement in volunteer community service work in nearby towns and cities, and the College strongly encourages such work. The Community Service Coalition is an umbrella organization for service activities and groups coordinated through the Campus Activities Office, where resources and further information are available.

The Community Service Coalition coordinates groups of volunteers who work regularly for community service agencies, including a Waukegan soup kitchen, shelters for the homeless, and the Wednesday Tutoring Program for teaching elementary-age children. Best Buddies is a program designed to match College students as big brother/sister mentors with mentally handicapped children. Other groups include the Measure of our Success Mentoring Program and Amnesty International, plus coordinated one-time projects throughout the year.

One of the most rewarding service opportunities available to students is the annual Spring Break Service Trip. Students, faculty, and staff travel to a selected region of the country to provide service for a community in need. The project usually involves building and repairing homes and is often coordinated through Habitat for Humanity.

The fraternities and sororities on campus and the Interfaith Center are also consistently involved in community service.

Religious Activities

Through the Lilace Reid Barnes Interfaith Center, the College continues its traditional relationship with the Preshyterian Church in a context of religious plurality and dialogue. A student steering committee suggests and implements programs to meet current campus needs. Activities sponsored include Sunday services, New Testament study, Sabbath celebrations, and afternoon meditations. The faculty coordinator serves as liaison with the Dean of the College Office and with the student steering committee and also works with local clergy in facilitating their ministry to our religiously diverse student body.

ADVISING, GUIDANCE, AND SUPPORT

A comprehensive advising and guidance program at the College recognizes the need for supportive counseling both in the regular course of a college education and also in the case of special, individual matters of concern. Thus, counseling takes place in a variety of settings, with more or less formality depending on the circumstances, and at the several srages of progress throughour a college career.

Academic Advising

The advising system holds a central place in the academic program of Lake Forest College. Faculty advisors help students determine their academic needs and objectives, enhancing the freedom of choice available for designing an individual program of study for a given term and for an entire College career. Advisors also work with students to ensure that they receive a hroad-based education while selecting appropriate majors and meeting graduation requirements.

New students are assigned a faculty advisor at the outset who assists with overall program planning, course selection, registration, career choices, and other academic difficulties or personal problems as they may arise. Freshmen are taught by their advisor in a Freshman Studies course during the fall term. Freshman advisors serve in an advisory capacity for the entire freshman year. During the sophomore year, students may continue to be advised by their freshman advisor or may choose another faculty advisor.

Students must select a major field of study by the end of their sophomore year. Accordingly, during the sophomore year a student will choose an advisor from the faculty members in the relevant departmental or interdisciplinary major. Faculty advisors in the major assist students in drawing up a program of courses in their major field and other academic areas, and provide necessary guidance throughout students' undergraduate careers.

Counseling Center

In addition to resident hall staff support mentioned above, the College offers services from the Counseling Center, which aids students in becoming more effective, self-directed individuals. Free of charge to all Lake Forest College students, the Counseling Center offers professional counseling on personal, social, academic, or career issues. Services are offered to help students deal with problems hindering their ability to benefit fully from the College experience and with the identification of aptitudes, interests, and personality traits affecting the choice of educational programs or careers. Group counseling is available to students who are seeking to enhance their own growth and development.

Career Development Center

The Career Development Center offers assistance to all students in the development of their career objectives at any point during their College years. Workshops and individual counseling provide advice for job-hunting strategies such as résumé and cover-letter writing, interviewing, and occupational research. Computer-assisted career guidance is also available. An alumni mentor program has been designed for seniors who wish to speak individually with alumni concerning career opportunities. Mentor-student matches are based on common career interests. Although several graduate schools and employers are represented in the on-campus recruitment program, emphasis is placed on "taking the job search to the street." The Career Development Center network of contacts in the profit and nonprofit sectors helps to open doors for initial interviews and provides students with first-hand information about a wide variety of career opportunities.

Health Services

The College's health services program is administered by Lake Forest Hospital. Nurses are available at the campus Student Health Service by appointment and for emergencies, and they provide a wide range of services. Physicians' services are provided on campus by the Medical Director of the Lake Forest Hospital Emergency Department. When the campus Student Health Service is closed, medical care is provided by the Emergency Physicians' Group at Lake Forest Hospital, 1.5 miles west of the campus. These physicians treat students in the hospital's emergency room following referral from the nurse, residence staff, or campus security. The Health Service is located in the Sports Center and is open from 8:30 a.m. to noon and from 1:00 p.m. to 4:30 p.m., Monday through Friday.

The basic fee covers the cost of medical services at the Health Service including some supplies, dressings, and diagnostic tests done at the Health Service, but it does not include laboratory or X-ray fees. When a student is referred to Lake Forest Hospital, the basic fee does not cover medical services rendered. The College requires that full-time resident students participate in its student health coverage plan unless evidence of equal or superior coverage is presented and an insurance waiver is completed. Students and their parents are urged to review the coverage offered, as listed in a brochnre detailing benefits issued from the Business Office and routinely sent before enrollment. For more information, see the section titled Undergraduate Tuition and Expenses.

ADMISSION TO THE COLLEGE

ADMISSION TO THE UNDERGRADUATE PROGRAM BACHELOR OF ARTS

As the admissions staff evaluates applicants to Lake Forest College, it is primarily concerned with knowing the individual candidate. The criteria used for selection include assessment of a student's program of study, academic achievement, aptitude, intellectual curiosity, qualities of character and personality, and activities both in and out of school. Lake Forest College unequivocally selects its students without regard to social background, religious affiliation, race, national origin, gender, handicap, or financial position. This admission policy is manifest in the diverse nature of the student community—a diversity essential to the educational vitality of a liberal arts college.
Candidates for undergraduate admission may obtain the required application forms by writing the Office of Admissions, Lake Forest College, 555 North Sheridan Road, Lake Forest, Illinois 60045-2399 or calling 800-828-4751. The College will also accept the Common Application in lieu of its own form, and gives equal consideration to both. Students may obtain copies of the Common Application from their high schools.

Students are urged to begin the application procedure early in their final year of secondary school. Nontraditional students are encouraged to consult with the Admissions Office. There is no formal closing deadline for receipt of the application. Admission decisions are announced no later than the third week of March for all freshman candidates whose applications are complete as of March 1. Decisions regarding applications received after March 1 will be announced as the file becomes complete and as conditions permit.

Students making application for financial aid should refer to the section on Financial Assistance, which explains the application process and deadlines.

Secondary School Requirements

The depth and breadth of preparation is primary in the admission decision. Enrollment in honors courses, accelerated programs, and formal Advanced Placement or International Baccalaureate work is encouraged. As a rule, it is recommended that the candidate present at least the following:

- A minimum of four years of English;
- Three or more years of mathematics, including trigonometry;
- In-depth study in one or more foreign languages;
- Two to four years of work in both the social and natural sciences.

Examinations

All candidates are required to present the results of either the Scholastic Aptitude Test (SAT-1) of the College Entrance Examination Board (CEEB) or the American College Testing Program (ACT) test battery. These tests are used by Lake Forest College for purposes of admission, guidance, and placement. It is the applicant's responsibility to arrange with the CEEB or the ACT to have the test results forwarded to the College. These tests may be completed in the candidate's junior or senior year of secondary school. The admissions staff may require a candidate to submit the results of one or more subject achievement tests of the CEEB where such scores are judged to be beneficial to a student's candidacy.

Personal Interview

Although an interview is not required, the admissions staff welcomes and encourages visits to the campus by prospective candidates and their parents. A prearranged appointment is necessary. The Admissions Office is open for interviews and tours from 9 a.m. to 4:30 p.m. Monday through Friday, and Saturdays, 9 a.m. to 11:30 a.m.

Application Schedule

Early Notification

Smdents applying under this program will receive an admission decision by December 20 if their application is complete by December 1. This nonbinding program is intended to offer applicants an opportunity to hear from the College prior to the traditional March decision period. Candidates' reply may be made prior to or on May 1. Admitted students who have submitted the CSS Financial Aid Profile will receive an estimate of financial aid eligibility with their offer of admission.

Early Decision

If you decide Lake Forest College is your first choice, you may apply under the Early Decision Program. The advantages, if you do, are early notification of the admissions decision, guaranteed need-based financial aid, preferential placement for freshman housing, and preferential placement for work-study, if applicable. You must apply for Early Decision before January 1. The admissions staff reviews Early Decision applications as soon as all of the required materials have been received, and candidates are notified of the decision two to three weeks from that time. A nonrefundable matriculation deposit is due within two weeks of admission notification. It is understood that, if you are notified that you have beeen admitted to Lake Forest College under the Early Decision Program, you will withdraw all other college applications. If you are a candidate for financial aid, the commitment to attend Lake Forest is contingent on your acceptance of our financial aid offer.

Regular Application

We begin reviewing regular applications January 15 and notify candidates of admission and financial aid decisions by the latter part of March. Applications received afrer the March deadline may be considered, depending on an applicant's qualifications and other factors. Lake Forest subscribes to the Candidates' Reply Date Agreement, meaning that all regular candidates for admission will have until May 1 to notify Lake Forest of their decision to accept or decline the College's offer of admission. Those who accept must send in a nonrefundable matriculation deposit by May 1.

Deferred Admission

Questions and specific requests for deferred admission should be sent to the Director of Admissions.

International Admission

International students who apply for admission to Lake Forest College as degree-seeking students must complete the same application procedure as found under the appropriate paragraph elsewhere in this section (Admission to the Undergraduate Program or Admission by Transfer.) In addition, all international students must submit evidence of a minimum score of 220 on the computer-based TOEFL exam (550 on the paper-based).

Admission by Transfer

Transfer students are admitted at the beginning of each semester. Generally, transfer applicants should have achieved an overall college average of at least C or its equivalent and be eligible to return to their previous institutions. At least six months must have elapsed before admission consideration will be given to students who are not eligible to return to their former institutions.

Graduates of accredited community colleges and recipients of the Associate of Arts degree in an applicable field will be granted full junior standing (16 Lake Forest College course credits) if they have earned grades of C- or betrer in all courses counting toward that degree. Some transfer courses earned for the A.A. degree may not meet the requirements for the student's declared major field at Lake Forest College.

When a transfer student is admitted to the College, the maximum credit accepred in transfer is two years of college work, that is, 60 semester hours (16 Lake Forest College credits). Up to that limit, all appropriate academic work, as determined by the Registrar, taken and passed with a grade of C- or better at the former institution will be accepted toward fulfillment of the B.A. degree at Lake Forest College.

University-level courses taken outside the United States must be evaluated for transfer credit by the College's Academic Appeals Board. No courses with D grades will be accepted in transfer. Plus and minus grades earned at another institution, with the exception of A+, are recorded on the student's Lake Forest College transcript. For further details concerning the College's credit and residence requirement, see the section titled Undergraduate Curriculum.

Students holding a completed B.A. may be considered for transfer admission. The maximum number of transfer credits granted is 16 Lake Forest College credits. The College's General Education Curriculum and major requirements must be met; for additional information see the section titled Undergraduate Curriculum.

All transfer students are required to submit the following credentials and are requested to send a letter of recommendation from the academic dean or a teacher of the college:

- Application for admission;
- Secondary school transcript;
- An official transcript from all prior institutions, of all academic course work completed through the most recent term, by the end of the sixth week of classes in the term in which they matriculated.

Students, including transfer students, will fulfill distributional requirements as outlined under the General Education Curriculum in the section titled Undergraduate Curriculum.

Credit by Examination

Students may apply to pass a regular course by special examination without prior enrollment. Consent of the instructor and approval of the Dean of the Faculty are required. Where appropriate the instructor may set requirements in addition to the examination itself. For credit to be awarded, a grade of C- or better must be earned on the examination, but the student's transcript will show only a CR (Credit).

Special examinations are not allowed for courses that are usually part of pre-college curricula (e.g., elementary langnages or elementary mathematics) and are not normally allowed in courses previously audited or in which a student was enrolled. Under no circumstances does Lake Forest College take CLEP courses as transfer credit.

Advanced Placement

Students who have successfully completed Advanced Placement courses and the appropriate Advanced Placement examinations provided by the College Entrance Examination Board may apply for College credit for this work. Scores of 3, 4, or 5 on the examinations entitle students to at least one course credit; scores of 1 or 2 are not granted credit. A score of 3 or better on both the microeconomics and macroeconomics exams is reqmired for one course credit in economics. Each department determines the specific amount of credit to be awarded. Credit will not be granted for both Advanced Placement and International Baccalaureate program examinations in the same department.

International Baccalaureate

Students who have successfully completed International Baccalaureate courses and taken the higher-level examinations provided by the International Baccalaureate Program may apply for college credit for this work. Grades of 4, 5, 6, or 7 on the higher-level examinations entitle students to at least one course credit; grades of 1, 2, or 3 are not granted credit. Each department will determine the specific amount of credit to be awarded. Credit will not be granted for hoth Advanced Placement and International Baccalaureate program examinations in the same department.

ADMISSION TO THE GRADUATE PROGRAM MASTER OF LIBERAL STUDIES

The Graduate Program in Liberal Studies is primarily designed to serve the needs of mature smdents who are returning to college after an interval of several years. Candidates for admission must hold a bachelor's degree from an accredited college or university.

Applicants should submit transcript records of all college work with their application for admission. An application fee of $15.00 is required. The application form requests a written essay stating briefly how applicants believe the graduate program in liberal studies will serve their needs.

PRIVACY STATEMENT

The amendment to the Family Privacy Act make it possible to release "Directory Information" to any parties without the written consent of the student. As stated in the Federal Register, "Directory Information" includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (of members of athletic teams), dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, the student's class schedule, the name of the student's parents and academic advisor, and other information routinely published in the College Directory. Within the first 15 days of classes in the fall, a student who wishes to restrict release of "Directory Information" should give written notification to a member of the Dean of the College Office.

UNDERGRADUATE TUITION AND EXPENSES 1999-2000

Full-Time Students	First Semester	Second Semester	Full Year
Tuition and Fees			
Tuition	$10,120	$10,120	$20,240
Activity fee	90	90	180
Health Center fee	55	55	110
Subtotal	$10,265	$10,265	$20,530
On-Campus Resident Charges			
Room	$1,350	$1,350	$2,700
Board	1,060	1,060	2,120
Subtotal	$2,410	$2,410	$4,820
Total Tuition and Charges	**12,675**	**12,675**	**$25,350**

Part-Time Students	
Tuition per course (including credit by examination)	$2,530
Auditor tuition per course	$300

Other Expenses	
Application fee	**$35**
Financial aid processing fee (returning students)	**$10**
Student health insurance	
Full year - 12 months	$320
Second semester only	$225
Foreign study cost per month	$28
Course overload tuition	
One-half course credit	$1,265
One course credit (including credit by examination)	$2,530
Music lesson fees, 12 weeks of lessons per semester: (non-credit)	
One-half hour lessons	$185
Three-quarter hour lessons	$280
One hour lessons	$370
Late registration fee	**$100**
Returned check fee	**$20**
Change-of-residence fine	**$150**
Senior dues	**$65**
Community Education Degree Candidacy Pending Students	
Tuition per course	$1,690
Billing deposit (Fall 2000)	$200

* 2000-2001 tuition and expenses will be published in the annual supplement.

Financial Policies

The Board of Trustees has specified all tuition and fees are due 10 days before registration unless enrolled in the monthly payment plan. Registration will not be permitted if payments are not up to date. Any extensions granted due to pending financial aid awards or due to loans will expire 45 days after the first class day. Diplomas and official transcripts are withheld from students and alumni who have not met their financial obligations to the College. The College reserves the right to cancel registration and evict students from residence halls and the board plan if their accounts are in arrears and to exclude a student with significant financial obligations to the College from participating in graduation ceremonies.

Payment Procedures

Two payment procedures are available:

Standard Plan
Full semester charges due 10 days before registration.

Lake Forest College Monthly Payment Plan
The Monthly Payment Plan allows families to spread all or part of the annual expenses over 10 interest-free monthly payments. There is a $60 annual enrollment fee and payments begin June 1. Students reenrolling on the payment plan may spread their payments over 12 months beginning April 1. Information on the payment plan is available in the Business Office. There is a 5-month plan for second-semester students with a $40 semester fee and payments beginning November 1.

Statements are issued in the student's name and mailed to the home address.

Deposit

For the Fall of 1999, a $200 deposit is required of all new students. This deposit is applied toward tuition in the first semester of attendance and is nonrefundable. Beginning with the Fall of 2000, the deposit paid by new students will be held in a separate account under the student's name. This deposit will be refundable only after the student withdraws or graduates from the College, net any outstanding debts owed to the College.

Health Center Fee

On-campus health services are provided for all resident and nonresident undergraduate students in a degree program.

The semester fee of $55 is mandatory and nonrefundable.

Student Health Insurance Fees

Health insurance coverage is required of all undergraduate matriculated resident and nonresident students. The College provides a limited coverage plan for 12 months at a cost of $320 ($225 for second semester only). Brochures outlining the plan and the benefits are available from the Business Office.

All undergraduate students are automatically charged $320 in the fall ($225 in the Spring) for the student health insurance coverage. MLS, Post Graduation Student Teaching Option, and Community Education Degree Candidacy Pending students are not automatically charged student fees. Students may waive the plan if other coverage is carried. Waivers must be received by the Business Office by September 15 for cancellation of charges in the fall. Students enrolling second semester must file a waiver card by January 31. Non-U.S. citizen students must document comparable coverage through a U.S. insurance carrier.

Students studying abroad are required to have medical evacuation and repatriation coverage. Separate monthly foreign study plans are available through the College for students not covered by the College student health insurance plan including through the Council on International Educational Exchange (C.I.E.E.) International Identity Card.

Activity Fee and Senior Class Dues

The College collects a semester activity fee of $90 assessed by student government for its use. All resident and nonresident undergraduate students are charged the activity fee, which is mandatory and nonrefundable. Additionally, the College collects a one-time nonrefundable senior dues assessment billed the semester prior to graduation. It is used by the Senior Steering Committee for their activities. Senior dues are $65.

Normal Course Load

A normal course load for matriculated students is four courses, but any combination of courses ranging from three to four and one-half credits is regarded as a full load and regular full-time tuition applies. There are no refunds for course load changes within this range of credits. Any reduction below three credits must be approved by the Dean of the College Office.

Students registering for fewer than three credits per term with the permission of the Dean of the College Office will be charged at the per-course rate. The per-course rate will apply to a three-course load for special students who are not degree candidates or whose degree candidacy is pending. Students participating in the Post Graduation Student Teaching Option are charged $1,790.

Course Overload Charge

Students who are registered for an on-campus course load in excess of four and one half credits in a given semester will be charged for the additional half or full credit.

Students enrolled in Music 108, 109, and 110 receiving credit over two semesters are exempt from any additional overload charge for the first two credits awarded. Students enrolled in Music 111, 211, 311, and 411 will not be exempt from the overload charge. In a given year, up to five students enrolled in these applied music courses may receive a waiver of the overload charge, based on an audition and the recommendation of the Music Department.

Students studying abroad will be charged all applicable fees as determined by the individual program. See the Business Office for the current per-program tuition rate. Regular refund policies apply to study-abroad programs.

Students who received Dean's List distinction during the previous year may take one extra course during the following year without charge, subject to certain limitations.

Charges for Course Work Completed over Two Semesters

Completed courses for which one course credit is earned over two semesters (e.g., Music 108, 109, 110, 111, 211, 311, and 411), are billed in the semester during which the credit is to be received. Students enrolled in Music 108, 109, and 110 receiving credit over two semesters are exempt from any additional overload charge for the first two credits awarded. Students enrolled in Music 111, 211, 311, and 411 will not be exempt from the overload charge. Half-credit courses are not currently offered by the College.

Charges for Credit at Barat College

Full-time students may complete course work at Barat College and include the courses in their course load from Lake Forest College. Although credit at Barat is recorded in semester hours, the billing will be based on the Lake Forest College course credit or fraction thereof that is applicable to the student's degree. Students are responsible to pay for any additional lab fees or course expenses incurred. (See Barat College in the section titled Undergraduate Curriculum.)

Other Charges and Fines

Students will not be charged a fee for credit by examination (for a subject that is not covered by advanced placement tests) if such credit is established during the fall term of the freshman year.

Students will be assessed and billed for library fines, on-campus traffic violations, and any damage they may cause to College property.

A student who changes residential status from resident to nonresident for Fall semester, and notifies the Dean of the College Office following room draw and by July 1, will be charged $100. Students notifying the Dean of the College Office after July 1 and before the first day of Fall classes will be charged $250. For a change of residency status after the first day of Fall classes, per diem charges for room and board will be applied to the student's account in addition to the fine.

A student who wishes to withdraw from campus housing for Spring semester may do so with no penalty by notifying the Dean of the College Office by December 1. On or after December 1, students withdrawing from campus housing for the Spring will be charged a $150 change of residence fine. Prorata room and board charges will be charged in addition to the fine after the first day of spring classes.

Associated Colleges of the Midwest (ACM) Programs

Students accepted into off-campus ACM programs are billed the Lake Forest tuition rate by the College for a normal course load. Course overloads and summer courses in ACM programs have different charge levels and policies. Program fees vary and are payable directly to the College. Required deposits are paid directly to the ACM office.

Program Leave Reimbursement
Students enrolling in program leave courses at other institutions will be required to pay the full comprehensive Lake Forest College fee on the regular due date. The other institution may require payment as well. Upon acceptance of the credit by Lake Forest College, and presentation of a paid bill, the student's account will be reimbursed by the College for actual tuition charged by the other institution, not to exceed the comparable course cost at Lake Forest College.

Interest Charges and Collection Costs
Past-due accounts may be assessed interest at the rate of 1% per month. Unpaid balances may be turned over to a collection agency and be subject to collection costs as permitted by law on the unpaid balance if no suitable repayment arrangement is made.

Withdrawals and Refunds
All refunds are payable to the student. Withdrawals from the College are processed through the Dean of the College Office. The official date of withdrawal is determined by that office only. There are no refunds for dismissal, suspension, or expulsion from the College and no room refunds for removal from campus housing due to judicial sanction.

Financial aid recipients who withdraw from the College after registration but still within a refund period are subject to the College's refund policy and federal regulations. All refunds for federal financial aid are issued in accordance with current regulations. The Financial Aid Office and the Business Office will determine the appropriate resulting charges and financial aid.

Refund Policy
Prior to the start of the semester, refunds for tuition are computed at 100% less a $100 administrative fee. Once classes have begun, refunds for reduced course load or withdrawal from the College will be computed according to the schedule below less a $100 administrative fee.

First Semester	Second Semester	Refund
On or before:		
September 1, 1999	January 17, 2000	90%
September 8, 1999	January 24, 2000	80%
September 15, 1999	January 31, 2000	70%
September 22, 1999	February 7, 2000	60%
September 29, 1999	February 14, 2000	50%
October 6, 1999	February 21, 2000	40%
After:		
October 6, 1999	February 21, 2000	0%

Room and board charges are refunded on a per diem basis.

A schedule for refunds for 2000-2001 will appear in the supplement to this bulletin.

Due to federal regulations, this policy may be subject to change; all students will be notified if and when this policy changes.

FINANCIAL ASSISTANCE

Lake Forest College is committed to providing generous assistance to those students financially unable to pay the full cost of a college education. The College also recognizes outstanding academic achievement and/or special talents with several scholarship programs.

FINANCIAL AID PROGRAMS

Financial aid programs are generally classified under three types: grants, loans, and student employment. The following are brief descriptions of some of the major programs. For more detailed information about each program, contact the Office of Financial Aid.

Lake Forest College Grant
This grant is awarded to full-time enrolled students who demonstrate financial need. Most students who qualify for financial aid may expect a substantial amonnt of their need to be met by a Lake Forest College Grant.

Lake Forest College Merit Scholarships
A student is considered for each of these scholarships at the time the admission application is completed and submitred to the Admissions Office. Further information about each of these scholarship programs is found below.

Federal Pell Grant
This federal grant is awarded to students with exceptional need. Application is made by completing a Free Application for Federal Student Aid (FAFSA). The application is acknowledged through a Student Aid Report (SAR).

Federal Supplemental Educational Opportunity Grant (FSEOG)
This program is also designed to provide grant assistance to students of exceptional need. First consideration is given to students who also receive a Federal Pell Grant. Students are considered for this grant automatically by the Office of Financial Aid as part of the financial aid application process.

Illinois Monetary Award Program Grant (MAP)
This program is awarded to Illinois students with financial need attending Illinois colleges or universities. The Illinois Student Assistance Commission (ISAC) administers this program and determines eligibility.

Residents of Alaska, Pennsylvania, Rhode Island, and Vermont
These grant programs are awarded to residents of these states who exhibit financial need. These state grants may be used at Lake Forest College. Eligibility is determined by each individual state.

Federal Perkins Loan
Loans under this program are awarded based on financial need and are funded jointly by the federal government and Lake Forest College. The interest rate is 5%. No interest or principal payments are due until you are no longer enrolled at least half time. The repayment period (up to 10 years) begins nine months after you are no longer enrolled at least half time. You may refer to the promissory note for specific information regarding certain cancellation and deferment provisions.

Federal Stafford Loan
The subsidized Federal Stafford Loan program is available to students with financial need. The unsubsidized Federal Stafford Loan program is available to students who do not have financial need. The interest rate on both types of loans is variable, but capped at 8.25%.

Undergraduates may borrow a combined maximum of $2,625 for their first year of study, $3,500 for their second year, and $5,500 for subsequent years. The aggregate limit for an undergraduate is $23,000.

An origination fee of 3% of the loan principal and an insurance premium of 1% are charged by the lender and guarantee agency. As a result, the actual loan disbursement will be less than the amount for which the loan is approved. However, repayment of the entire approved amount is required.

Federal Work-Study and Lake Forest College Work-Study

Funds for the Federal Work Study program come from the federal government and Lake Forest College. Typically, students' jobs are in administrative offices, academic departments, and other locations on campus. You may work up to 10 hours a week and may earn up to the amount on your Financial Aid Announcement (between $1,500 and $1,800). While on-campus employment is available, preference in placement will be given to Federal Work Study students and international students. Because of limited funding, the College cannot guarantee that a student will be placed in a position and/or earn the amount on the Announcement. In addition to on-campus employment, opportunities exist for employment in the community. Since Lake Forest is a residential and academic town (rather than commercial), off-campus employment generally involves jobs in local restaurants and stores, tutoring, babysitting, gardening, or other such jobs.

Outside Sources of Funds

Students are encouraged to apply for national, state, and local scholarships for which they may be eligible and which may be used at the college of their choice. National Merit Scholarships, National Presbyterian College Scholarships, and other scholarships offered by local foundations, clubs, or business organizations are potential resources.

The ability of students to secure outside assistance is always advantageous. Even though the College may reduce the amount of Lake Forest College grant assistance awarded, since all awards must remain within the computed need figure, the total combined financial aid resources available to the student will be greater than the amount of grant provided by the College alone.

APPLICATION PROCESS

To apply for financial aid, new students must complete the CSS Financial Aid Profile. The Profile may be filed at any time during the admission process to afford prospective students and their parents quick access to accurate information concerning the amount of aid for which a student may be eligible.

In order to make any financial aid awards definite, families must also complete the Free Application for Federal Student Aid (FAFSA). Filing this form and submitting the parents' and students' federal tax returns are required to complete the student's financial aid application to the College.

No funds may be committed to students until they have applied for and have been granted admission to the College. An application for financial aid does not hinder the student's application for admission; the two applications are considered separately.

Financial aid awards at the College are made for a one-year period. If the student maintains an academic record consistent with the tules of the College, and completes the necessary renewal applications, financial aid will be renewed each year at a level corresponding to demonstrated need.

COMPUTATION OF FINANCIAL AID ELIGIBILITY

In determining a student's financial aid eligibility, the College calculates the total resources of the family (parents and student) that can be used as a contribution toward college expenses. These calculations are based on several expectations.

Expectation from Parents

The College assumes that each family will provide the maximum amount of financial assistance possible. When determining parents' ability to contribute, a number of factors are considered, including income, assets, the number of dependents, the number of children in college, extraordinary medical expenses, certain types of debts, and any unusual circumstances.

Expectation from the Student

Students receiving financial aid are also expected to contribute toward the cost of their own education. An expectation of summer earnings is assumed when calculating a student's resources.

Minimum Standard of Academic Progress

To be in compliance with state and federal regulations related to student financial aid, all financial aid recipients must meet a standard of minimum academic progress. Satisfactory academic progress includes maintaining a minimum GPA as well as completing a minimum number of classes. If you fall below the minimum cumulative GPA or courses completed criteria, satisfactoty academic progress is not being made. Failing to maintain satisfactory academic progress will result in your financial aid being suspended. In addition, if you are receiving a Lake Forest College Grant and you fall behind in credits a term or more (that is, four or more credits), your Lake Forest College Grant will be suspended. You may reestablish your eligibility after earning the number of credits needed to make up failed or incomplete courses and/or achieving and maintaining the required minimum cumulative GPA. If you feel you are having difficulties meeting satisfactory progress because of extenuating circumstances, you may appeal to the Director of Financial Aid. Please call or visit the Financial Aid Office if you have any questions about this policy.

Students who do not meet the standard of satisfactory academic progress for financial aid recipients will be given a period of time, on a case-by-case review and basis, not to exceed two semesters, to achieve the required qualitative and quantitative requirements. During this period of time the student will be considered to be on "Financial Aid Probation." If a student does not meet the requirements at the end of the probationary period, financial aid will be terminated and will not be reinstated until the requirements are met.

Students denied financial aid because they failed to meet the standard of minimum academic progress may appeal this decision. The appeal must be in writing, directed to the Director of Financial Aid, and should describe in detail the reasons for failing to complete the required number of courses and/or failing to acheive the required cumulative GPA.

Lake Forest College has adopted the following criteria to determine the standard of minimum academic progress:

- Freshmen and transfer students in their first term at the College are automatically considered to be meeting academic progress standards;
- A normal course load is four courses per semester, but a student will be considered to be full-time if enrolled for three course credits per semester;
- A minimum of 32 courses is reqnired for graduation.

The quantitative and qualitative result of this standard for minimum academic progress toward a degree is represented in the following table:

Semesters Completed	GPA Required		Courses Completed
2 semesters	1.5	and	5
4 semesters	1.8	and	12
6 semesters	2.0	and	19
8 semesters	2.0	and	26
10 semesters	2.0	and	32

TOTAL COURSE CREDITS ALLOWED

Generally, for students who enter the College as freshmen, the College will normally provide support for a total of 32 classes or eight semesters (whichever comes first). Students entering the College at a sophomore, junior, or senior academic level will receive support on a prorated basis. Courses failed or withdrawn from are included in the above support calculation. If a student has earned college credit outside of Lake Forest College, this credit may or may not have an effect on the student's remaining length of financial aid eligibility, depending on the type of college credit earned as described following:

- Advanced Placement (AP), International Baccalaureate (IB), and other college credit earned by a student while enrolled in secondary school (for example, simultaneous eurollment in secondary and post-secondary school, heretofore known as SE credit) will not he counted toward the eight semesters or 32 classes rule. A student in this situation will be allowed aid for 32 Lake Forest College credits in addition to any nnmber of AP, IB, or SE credits. The Registrar will document that the student is not considered to have earned a degree until after the eighth semester or until after earning Lake Forest College credit number 32. Each student in this situation will be counseled individually by the Financial Aid Office and the Registrar's Office.
- College credit earned by a student after graduating from secondary school will he treated as transfer credit, and will count toward the remaining number of semesters the student may receive aid. The student's remaining length of eligibility will be prorated, depending on the number of classes rransferred into the College.
- The Registrar's Office will record any type of credit received by the College on the student's behalf and it will be reflected on the student's academic transcript.

MERIT SCHOLARSHIPS

Lake Forest College awards merit scholarships without regard to financial need at the time a student enrolls at the College. The application for admission is required for consideration of any merit award. The renewal requirements of the College's merit-based scholarships include academic or departmental review. These scholarships are awarded to recognize students who excel in academics, the visual or performing arts, music, or leadership. Awards range from $3,000 to full tuition.

Founders' Scholarship Competition

Illinois residents who score 26 or higher on their ACT (1180+ SAT) and rank in the top 20 percent of their high school class or maintain a minimum GPA of 3.5 on a 4.0 scale may apply for a Founders' Scholarship. The program offers full and one-half tuition scholarships, and all finalists receive a minimum $6,000 Founders' Scholarship. Participants in the Founders' program are excluded from participating in the Presidential program.

Presidential Scholarship Competition

This program offers full and one-half tuition awards to outstanding students. Eligibility requires a minimum ACT composite score of 28 or higher (1260+ SAT) and rank in the top 20 percent of their class, or a minimum GPA of 3.5 on a 4.0 scale in a challenging curriculum. The minimum award for all finalists is a $6,000 Presidential Scholarship.

Deerpath Academic Scholarships

Recipients of an academic Deerpath Scholarship must have a minimum GPA of 3.5 on a 4.0 scale in a challenging curriculum, or rank in the top 20 percent of their class. Candidates for academic awards are considered at the time of admission.

Deerpath Music or Deerpath Theatre Scholarships

Candidates for music or theatre scholarships must arrange an audition or submit an audio- or videotape of their performance.

Deerpath Art Scholarships

Candidates for an art scholarship may submit a portfolio or slides for review by the chair of the Art Department.

Deerpath Leadership Scholarships

Candidates for Deerpath leadership awards must schedule an interview arranged by the Dean of the College or complete a leadership scholarship application that is reviewed by the Dean of the College. Athletic participation is not a consideration for leadership awards and students who plan to participate in the College's intercollegiate athletic programs are ineligible to receive a leadership scholarship.

Deerpath Writing Scholarships

Writing Scholarships are awarded to students who have participated in literary/journalistic publications throughout high school and who express a strong desire to be involved in writing activities at Lake Forest College. Students will be invited to submit examples of original work and a recommendation from an advisor or teacher.

Deerpath Science Scholarships

The Deerpath Science Program seeks to bring mathematically and/or scientifically inclined students to campus for a day of hands-on programming and scholarship interviews. The program takes place in late January of the student's senior year of high school.

Transfer Student Scholarship Program

Students who receive a cumulative GPA of 3.5 on a 4.0 scale and who have earned (or are eligible to earn) an associate of arts degree from an accredited community or junior college in Illinois are eligible for these awards. Applicants must have all admission materials, including the Transfer Merit Scholarship Application, on file no later than April 1 and must receive the associate's degree by August 15. Awards are given to applicants for the Fall academic term only and include one full-tuition and two one-half tuition scholarships.

Phi Theta Kappa Scholarship Program

Students who hold current Phi Theta Kappa membership and have earned an associate of arts degree from an accredited community or junior college prior to enrolling at Lake Forest College are eligible for these $6,000 awards. Applicants should indicate their Phi Theta Kappa membership on their application for admission.

Common Requirements

Recipients of merit-based scholarships must be enrolled as full-time students at Lake Forest College and remain full-time for the duration of the scholarship period. Funds may be used during the traditional academic year, and may not be used for periods of summer enrollment. Scholarships are renewable contingent on the student's continued full-time enrollment at Lake Forest College or an affiliated off-campus program, with duration of the scholarship limited to four years (with the exception of the Community College Scholarship). Students must also remain in good standing with the College, as determined by the Dean of the College.

To renew an academic scholarship in subsequent years, recipients must demonstrate compliance with the GPA requirements as determined by the amount of the scholarship. Recipients of one-half tuition or full-tuition scholarships are to have a minimum GPA of 3.0. Recipients of scholarships in an amount less than one-half tuition must have a minimum GPA of 2.5 after the first year and a 2.75 GPA after the second and subsequent years. The GPAs are cumulative and will be calculated at the conclusion of the Spring semester each year.

To renew a non-academic merit scholarship in subsequent years, recipients must agree to participate each year in the area(s) in which the scholarship is awarded. A scholarship renewal application must also be completed for the scholarships and the appropriate department chair will recommend renewal.

Off-Campus Study for Merit Scholarships

Recipients of a Lake Forest College Merit Scholarship (such as the Presidential, Deerpath, Transfer, Alumni, Founders', McGaw, or Grew) who wish to participate in an off-campus academic program will continue to receive this scholarship only if their off-campus program is offered by Lake Forest College or the Associated Colleges of the Midwest (ACM), or is American University's Washington Semester. In addition, the student must be accepted as a participant by the appropriate committee(s). Merit scholarship recipients may only participate in one one-semester ACM program or the American University Washington Semester during their academic career at Lake Forest College and receive their scholarship for this program. Recipients cannot apply their merit scholarship toward the costs of any off-campus program that requires an individual consortium agreement.

Other Financing Options

In addition to the financial aid programs described above and the College's interest-free monthly payment plan, numerous alternative financing plans are available to parents to ease the cost of a college education. Further information and applications for these plans are available from the Financial Aid Office.

MASTER'S PROGRAM FINANCIAL ASSISTANCE

For full-time elementary and secondary school teachers enrolling in graduate courses, the College offers grants of up to 50% of the cost of tuition. In addition, through the generosity of friends and graduates of the Master of Liberal Studies program, the College has established a limited scholarship fund for a person demonstrating need for financial assistance. These grants may supplement any other payments provided by the teachers' school districts.

UNDERGRADUATE CURRICULUM

Lake Forest College recognizes that no two individuals have the same educational needs and goals, just as no two individuals have identical strengths, capacities, motivation, and preparation. At the same time, the College believes that all individuals benefit from breadth of education in the liberal arts combined with depth of study in traditional disciplines or interdisciplinary fields. Accordingly, the College provides each student with great freedom of choice in designing a program of study in consultation with a faculty advisor, while requiring the student to pursue a wide range of subjects and develop considerable expertise in one academic area. A graduate who represents the educational ideals of Lake Forest College will have studied a broad range of ideas; developed real competence in writing, speaking, and quantitative skills; and gained significant experience in the humanities, the natural sciences and mathematics, and the social sciences while completing requirements for a major in an academic department or interdisciplinary program. The College's General Education Curriculum, its advising system, and the requirements of each major are designed to support these educational ideals, as are the many other academic programs in the undergraduate curriculum.

As they explore and take advantage of the rich curriculum at the College, students should keep in mind the requirements for graduation. In order to receive the Bachelor of Arts degree, students who enter the College as freshmen are expected to pass 32 courses, fulfill the general education requirements, attain a 2.00 overall grade-point average (without rounding up), and complete the requirements of a major. (Students whose matriculation preceded August 1993 are exempt from the general education requirements.) Important details concerning graduation requirements are listed in the student handbook, *Forest Ways*.

Not all courses listed in this bulletin are taught every year.

GENERAL EDUCATION CURRICULUM

The General Education Curriculum (GEC) for the Bachelor of Arts degree establishes an integrated framework for the general education of undergraduate students across their four years of study at the College. The new curriculum includes distributional requirements intended to ensure that students will receive breadth as well as depth in their education while continuing to allow them considerable latitude in designing their individual programs of study. Included also are requirements for writing and for cultural diversity. Fulfillment of the requirements for general education begins in the Fall semester of the freshman year and continues to the senior year, in the following manner.

Freshman Studies

A course in the Freshman Studies Program. For a description of the program and courses, see Freshman Studies in the course listings. This course is required of all students entering the College with fewer than three credits and does not meet any GEC breadth or cultural diversity requirement.

Freshman Writing

One course (other than English 100) that includes a substantial amount of writing, to be taken during the freshman year. Freshman Studies courses satisfy this requirement. This course is required of all students entering the College with fewer than seven credits. For 1999-2001 additional courses that fulfill the requirement are as follows:

Art 110 (Introduction to the Visual Arts)
Biology 110 (Cloning)
Biology 111 (Biology of Sex and Gender)
Biology 112 (Origin & Nature of Life on Earth)
Biology 113 (Life on the Edge)
Biology 114 (Disease around the Globe)
Biology 115 (Coral Reefs)
Biology 210 (Organismal Biology)

Education 210 (Observing the Schooling Process)
English 110 (Introduction to Literary Studies)
History 110 (World Civilizations to 1650)
History 120 (Foundations of the American Republic)
History 121 (Modern America)
Mathematics 103 (The Nature of Mathematics) with permission of the department chairperson
Philosophy 110 (Introduction to Philosophy)
Politics 110 (Introduction to Politics)
Psychology 110 (Introductory Psychology)
Religion 115 (Religious Approaches to Existence)
Religion 207 (Religion in Contemporary America)
Religion 217 (Religions of Asia)
Religion 218 (Religions of the Middle East)
Religion 279 (Hindu Religious Tradition and Narrative)

Breadth: Academic Divisions

At a minimum, students must complete two credits from each of the three liberal arts areas: humanities, social sciences, and natural and mathematical sciences. Each of these six credits must come from a different department. These credits must be completed by the end of the junior year. Of the four credits in humanities and social sciences, two must be cultural diversity courses.

For purposes of the General Education Curriculum breadth requirement, departments are classified into divisions as follows:

Humanities
Art
Communications
English
Foreign Languages and Literatures
History
Music
Philosophy
Religion
Theatre

Social Sciences
Economics and Business
Education
Politics
Psychology
Sociology and Anthropology

Natural and Mathematical Sciences
Biology
Chemistry
Mathematics and Computer Science
Physics

Two introductory courses do not count toward the GEC breadth requirement: Eng 100 and Math 105. These courses are noted in the class schedule. In addition, Freshman Studies and Senior Studies courses do not count toward the GEC breadth requirement.

Cultural Diversity

At least two courses from an approved list, to be taken by the end of the junior year; the two cultural diversity courses must come from different departments. (Please note: only one course may be counted in Foreign Languages and Literatures. Freshman Studies courses do not fulfill the requirement.)

Below are courses in the curriculum that satisfy the requirement. Not all listed courses are offered in a given year.

Afam (All courses listed as African American Studies)
Afam 280 (African American Communication)
Amer 217 (Introduction to American Studies: The Jewish Experience in America)
Art 202 (Greece in the Bronze Age)
Art 203 (Greece in the Classical-Roman Ages)
Art 204 (Greece in the Byzantine-Medieval Ages)
Art 205 (Japanese Art and Culture)
Art 206 (Chinese Art and Culture)
Art 226 (Colonial Latin American Art)
Art 325 (Women, Art, and Society)
Art 326 (Feminist and Gay Identity: Issues and Influences in Modern Art)
Art 327 (Global Architecture and Urbanism of the Twentieth Century)
Bus 470 (Latin American Global Business) if not used for GEC Senior Studies Requirement
Comm 280 (African American Communication)
Comm 350 (Topics in Communications/varies)
Econ 211 (Comparative Economic Systems)
Econ 233 (Eastern Europe in the 20th Century)
Econ 245 (Child Labor in Latin America)
Econ 265 (The Russian Economy)
Econ 270 (Latin American Development)
Econ 430 (International Trade Theory and Policy)
Econ 470 (Economic Development in the Third World)
Educ 304 (Elementary Fieldwork and Seminar)

Educ 315 (Middle School Fieldwork and Seminar)
Eng 216 (African American Literature I)
Eng 217 (African American Literature II)
Eng 218 (Blues Women in African Amer Lit)
Eng 223 (Literary Types and Traditions: Multicultural Literature)
Eng 225 (Women and Literature)
Eng 251 (Postcolonial Literatures)
Eng 307 (Women Writers)
Eng 325 (Black Literature of the 1960s)
Eng 326 (Interdisciplinary Studies: Postmodernism)
Eng 351 (Gender and Literature)
Envr 240 (Religious Perspectives on Environmental Issues)
FCiv (All courses listed as Foreign Civilizations)
Fren (All language courses, 300-level or above)
Fren (All foreign literature courses)
Germ (All language courses, 300-level or above)
Germ (All foreign literature courses)
Hist 110 (World Civilizations to 1650)
Hist 200 (Origins of East Asia)
Hist 201 (Modern East Asia)
Hist 205 (Sub-Saharan Africa)
Hist 214 (History of Russia)
Hist 233 (Eastern Europe in the Twentieth Century)
Hist 255 (African American Autobiography)
Hist 257 (History of Mexico)
Hist 271 (Women in Modern History: Europe and America)
Hist 277 (Contemporary History of Latin America)
Hist 282 (Modern China)
Hist 286 (Modern Japan)
Hist 288 (War and Revolution Asia: China, Korea, Vietnam)
Hist 304 (Greek and Roman Religion)
Hist 307 (Topics in East Asian History)
Hist 308 (Topics in Japanese History)
Hist 309 (Problems in Modern Chinese History: Contemporary China Since 1950)
Hist 315 (History of Soviet Russia)
Hist 343 (Literature and Society in Russia)
Hist 346 (Feminist Movements in Europe)
Hist 347 (Topics in Gender and History)
Hist 361 (Advanced Topics on African American History)
Irel 345 (Topics in International Relations/varies)
Japn (All language courses, 300-level or above)
Japn (All foreign literature courses)
Lnam (All langnage courses listed as Latin American Studies)
LIT (All courses listed as Literature in Translation)
Mus 217 (World Music Survey)
Mus 219 (African American Music)
Mus 227 (History of Jazz)
Mus 281 (Latin American Music)
Mus 282 (Women's Voces: Heroines, Singers, Composers, Patrons, Writers)
Phil 200 (Philosophy and Gender)
Phil 212 (Multicultural Approaches to the Environment)
Phil 272 (Currents in Latin American Thought)
Phil 275 (Asian Thoughr: China and Japan)
Phil 303 (Gender and Character)
Phil 305 (Comparative Philosophy: East and West)
Pol 211 (Politics of Eastern Europe and Russia)
Pol 212 (Politics of the Third World)
Pol 214 (The Politics of South Africa)
Pol 215 (Asian Politics)
Pol 216 (The Politics of the Middle East)
Pol 217 (African Politics)
Pol 219 (The Politics of Latin America)
Pol 242 (Islamic Fundamentalism)
Pol 316 (Pan-Arabist and Pan-Islamic Movements)
Pol 318 (Topics in Comparative Politics)
Pol 328 (Topics in American Politics)
Pol 339 (Comparative Nationalism)
Pol 340 (World Politics)
Pol 345 (Topics in International Relations)
Pol 353 (Topics in Political Theory)
Pol 355 (Family Structure and Political Theory)
Pol 358 (Political Thought)
Psyc 195 (Cross-Cultural Psychology)
Psyc 205 (Stereotypes, Prejudice, and Discrimination)
Psyc 295 (Cross-Cultural Psychology)
Psyc 340 (Psychology of Women)
Relg 115 (Religious Approaches to Existence)
Relg 200 (Religious Questions in Cross-Cultural Perspective)
Relg 207 (Religion in Contemporary America)
Relg 210 (Topics in Comparative Religion)
Relg 217 (Religions of Asia)
Relg 218 (Religions of the Middle East)
Relg 222 (Classics of Asian Thonght: Indian and Islamic Traditions)
Relg 223 (Asian Thought: China and Japan)
Relg 240 (Religious Perspectives on Environmental Issues)
Relg 242 (Religions of Indigenous Peoples)
Relg 250 (Introduction to Islam)
Relg 275 (Female Images of the Divine)
Relg 276 (Female Religious Images in Asia)
Relg 278 (Introduction to Buddhism)
Relg 279 (Hindu Religious Tradition and Narrative)
Relg 306 (Greek and Roman Religion)
Soan 201 (Gender in Cross-Cultural Perspective)

Soan 210 (Principles of Social Organization)
Soan 211 (Ethnography)
Soan 214 (Introduction to Chinese Culture and Society)
Soan 217 (Sociology of Work)
Soan 221 (Peoples and Cultures of Modern Africa)
Soan 231 (Histories and Cultures of Latin America)
Soan 240 (Deviance)
Soan 242 (Maya Cultures and Histories)
Soan 251 (Cultural Ecology)
Soan 261 (Cultural Anthropology)
Soan 271 (Technology and Human Values)
Soan 275 (History of Social Thought)
Soan 280 (Sociology of Gender)
Soan 282 (Art, Ethnography, Museums)
Soan 285 (Social Structure and Culture through Film)
Soan 321 ("Our Americas")
Soan 330 (Urbanization)
Span (All language courses, 300-level or above)
Span (All foreign literature courses)

Off-Campus Programs

Program in Greece and Turkey
International Internship/Study-Abroad
Program in Paris, France
International Internship/Study-Abroad
Program in Santiago, Chile

ACM Programs
Arts of London and Florence
Czech Program
Florence Program
India Studies
Japan Study
Russia Semester
Studies in Latin American Culture and Society
Tanzania Program
Tropical Research Program
Urban Education Program
Urban Studies Program
Zimbahwe Program

Senior Studies

A senior smdies course acts as a culminating experience in the student's major. The course emphasizes writing and speaking and encourages integration of the methods and content explored in the major. Students must fulfill this requirement, for which courses are specially designated within their major department. Senior theses, research projects, and creative projects may also be used to fulfill the senior studies requirement with permission of the department chairperson. Seniors who do not pass this reqnirement may not graduate.

Students who have more than one major must satisfy the senior studies requirement in each of their majors. Students may complete two separate senior studies courses or choose from one of the following options: (1) an interdisciplinary two-credit senior thesis that is satisfactory to both departments or (2) any two-credit combination of a senior seminar, senior thesis, research project, and/or creative project.

Juniors may enroll in a senior studies course and fulfill the requirement with the permission of the instructor. This requiremenr may be not be completed during the freshman or sophomore year.

PROGRAMS FOR FRESHMEN

The General Education Curriculum begins with the College's Freshman Studies Program, which was established to create a special, intellectually engaging atmosphere of close interaction between first-year students and their teachers. For a full description of this program, see Freshman Studies under course listings.

Special Freshman Courses

All departments in the College offer courses of an introductory nature that are intended primarily for freshmen and are listed and described under the various departments. All courses designated at the 100 level are recommended for freshmen, and many courses at the 200 level are open to freshmen without prereqmisites or special permission. In addition, the College offers a number of courses or sections of courses that are open only to freshmen. Classes are smaller in size than most regular courses to allow for more concentrated instruction and to facilitate discussion. These courses have as their principal aim the development of basic skills in writing, critical reading, analysis, oral communication, and basic mathematics. The College recognizes the importance of good communication skills. Accordingly, the College is committed to teaching writing as a central concern in a liberal arts education throughout the curriculum. Basic writing skills are the main topic in English 100 (English Composition). Freshman writing skills are assessed to determine whether enrollment in this course is appropriate. Mathematics placement exams are offered during freshman orientation to help freshmen decide between Mathematics 105 (Elementary Functions) and Mathematics 110 (Calculus I).

Richter Apprentice Scholar Program

The Richter Apprentice Scholar Program is designed to provide unusual intellectual opportunities to a small group of outstanding students early in their College lives. Begun in 1988 through a generous grant from the Evalyn Elizabeth Cook Richter and Paul K. Richter Memorial Funds, this program fosters a strong commitment to the life of the mind and encourages students to consider careers in research and teaching. Students' experiences have inspired participants to take full advantage of the enriching opportunities, ranging from independent study to senior theses, offered at Lake Forest. During the spring of their first academic year, students take a special interdisciplinary seminar, "Ways of Knowing," that explores how various academic disciplines in the social sciences, humanities, and natural sciences approach knowledge. Throughout the course, students are exposed to ideas found throughout a liberal arts education. In the summer between the first and second years, Richter scholars are employed for 10 weeks as apprentice scholars working one-on-one with a faculty member. The students act as junior collaborators, joining the faculty in its research. Through this work they develop the ability to do independent research in a particular field as well as an appreciation for its conceptual framework. As the Richter scholars live and work together, participating in a weekly faculty-student colloquium in addition to their individual research, they become a community of peers providing encouragement and support for each other's present and future intellectual and research endeavors. Students are selected through their applications to the program during the admissions process. Enrollment in the spring-semester Richter seminar and participation in summer research with faculty mentors are contingent on satisfactory fall-semester academic performance (normally a minimum GPA of 3.0). Those not initially selected but showing excellence in their first semester at the College may apply to join the program in midyear.

FIELDS OF STUDY

Lake Forest College maintains major and minor fields of concentration in both traditional academic departments and interdisciplinary programs. Departmental majors and minors permit depth of study in particular disciplines, while interdisciplinary programs encourage students to draw connections among distinct bodies of knowledge and areas of inquiry. A major represents significant course work leading to substantial knowledge and competence in a given field; a minor entails less course work and is designed to produce basic knowledge and competence in a given field. Students may declare up to two majors and one minor or up to one major and two minors. Students declaring a major and a minor must complete course requirements in both major and minor fields. Students who choose three major/minor areas may not select more than two in the same division. No more than two courses can count toward the number of courses for both a major and a minor. Upon successful completion of a minor, the student will have it recorded on his or her transcript. No student may receive more than 15 credits in any department.

The Major

Students may choose a major from 18 departmental fields or from a number of formal interdisciplinary majors designed by the College and supervised by faculty committees. In all cases, students are expected to declare a major by the end of the sophomore year and to make significant progress toward the completion of that major during the junior year. Every major will also include a culminating senior studies requirement, ordinarily a senior seminar or a senior thesis. Students declaring a double major must complete course requirements in both major fields. It is possible for a course to be counted toward both majors. However, the second major must consist of at least five separate courses, ones that do not double count, and at least three of these five must be at the 300 or 400 level. Majors may be pursued in the following departments and interdisciplinary programs (noted with an asterisk).

*American Studies
*Area Studies
Art
*Asian Studies
Biology
Business
Chemistry
*Communications
Computer Science
Economics
Education
English
*Environmental Studies
French
German
History
*Independent Scholar
*International Relations
*Latin American Studies
Mathematics
Music
Philosophy
Physics
Politics
Psychology
Sociology and Anthropology
Spanish

The Minor

Students may declare a minor any time before they graduate but are not required to declare a minor for graduation. Minors are offered in the following departments and interdisciplinary programs (noted with an asterisk).

*African American Studies
*American Studies
*Area Studies
Art
*Asian Studies
Biology
Business
Chemistry
*Communications
Computer Science
Economics
English
French
German
History
*International Relations
Japanese
*Latin American Studies
Mathematics
*Metropolitan Studies
Music
Philosophy
Physics
Politics
Psychology
Religion
Sociology and Anthropology
Spanish
Theatre
*Women's Studies

Interdisciplinary Studies

The College encourages interdisciplinary approaches to knowledge and supports majors and minors that seek to draw connections among traditional academic disciplines. Typically, interdisciplinary majors and minors permit more flexibility in course selection while challenging students to assume greater responsibility for course selection and the integration of knowledge.

Interdisciplinary majors are available in American Studies, Area Studies, Asian Studies, Communications, Environmental Studies, Independent Scholar, International Relations, and Latin American Studies. Interdisciplinary minors are possible in African American Studies, American Studies, Area Studies, Asian Studies, Communications, International Relations, Latin American Studies, Metropolitan Studies, and Women's Studies.

EXPERIENTIAL LEARNING

As part of its mission to prepare students "to become responsible citizens of the global community," Lake Forest College encourages and enables its students to participate in a significant learning experience that connects academic work with the world beyond the campus. The College aims to provide its students both with a sound education in the basic liberal arts emphasizing the crucial skills of critical thinking, reading, writing, and speaking and with the opportunities to apply these skills in real-life situations. This experience can take several forms including, but not exclusively restricted to, study in an off-campus program (either domestic or international), work on an internship, and a service learning exercise that is part of the assigned work of a Lake Forest College course.

INDEPENDENT SCHOLAR PROGRAM

An independent study experience is the primary component of the Independent Scholar Program, which enables qualified and motivated students to design and pursue an individual degree program in the junior and senior years, focusing on a particular topic or theme rather than on a single academic discipline.

Independent Scholars may have unique interdisciplinary majors or traditional ones (or a combination). Among the topics that Independent Scholars at Lake Forest College have examined in recent years are sports management, ancient Mediterranean civilizations, graphic design, business theory, medieval studies, lighting design for the theatre, metaphysics, and feminist theory.

The Independent Scholar Program emphasizes self-determination for its students. The responsibility for initiative in the program lies with students, beginning with presentation of their case for admission to the program. Applications are accepted from second-semester sophomores or first-semester juniors.

The Independent Scholar Program is a program for outstanding students; all students must complete a senior thesis or project and an examination in the major. Not subject to the normal limitations for tutorials and research projects, Independent Scholars are encouraged to include extensive independent study in their major. They are expected as well to fulfill the ideals of a liberal arts education. Their program advisors do not need to be members of the Independent Scholar Committee.

INDEPENDENT STUDY

Independent study, under the guidance and supervision of faculty members, offers challenging opportunities for investigating areas beyond the limits of regular courses. A student may engage in independent study for credit, given the availability and approval of a faculty member competent in the chosen subject matter.

A total of seven independent study credits, including internships, may count toward graduation. Students are expected to arrange each independent study program before the end of the previous semester. A written proposal signed by the relevant faculty member is submitted to the Dean of the Faculty for review. Proposal forms and detailed information may be obtained from the Registrar's Office. The following are four basic types of independent study: tutorial, research project, senior thesis, and creative project.

Tutorial

A tutorial is a directed reading course on a special topic not covered in a regularly offered course. Students meet regularly with the faculty supervisor to discuss the readings and are normally assigned a number of short papers. Recent tutorials have dealt with such topics as orchestration and composition, biology of dinosaurs, advanced Portuguese, and computer graphic design. Students may take one tutorial a year following the first semester of their freshmen year, for a total of four tutorials.

Research Project

A research project is more specialized and usually more advanced than a tutorial, requiring greater independence and originality on the part of the student. Students conduct scholarly research with a view to producing substantial work in the form of a term paper or report. Among recent projects undertaken were studies involving exploring multilingual education, biochemistry of polyamines, advanced research in child development, and global marketing. Juniors and seniors are eligible to undertake research projects. A maximum of four research project course credits is allowed toward graduation, no more than two in a semester and no more than three in a year.

Senior Thesis

A senior thesis is original scholarly research undertaken in the student's senior year, usually over two terms. The research culminates in a formal written dissertation and oral examination that is evaluated by a faculty committee. Outstanding theses are awarded Distinction at graduation. Senior theses may be undertaken for one or two course credits; normally two course credits will not be awarded in the same semester.

Creative Project

A creative project is an independent course of work, under faculty supervision, in a creative medium such as painting, fiction, sculpture, poetry, photography, or music. Creative project credits are limited in the same way as tutorials; senior projects in studio art may be approved for a maximum of two course credits.

SUMMER SESSION

Director: Mr. George Speros

The Lake Forest College Summer Session is open to college students, advanced high school students, and community residents. Nearly all courses are taught by regular Lake Forest College faculty. Two summer school terms are offered. Session I, a three-week term, begins in mid-May. Session II, a seven-week term, begins in early June. Schedules and registration forms for the course offerings may be obtained in the Registrar's Office.

All students must complete a Summer Session application and registration form and make a deposit for each course for which they register. Currently enrolled students must obtain an advisor's signature on their registration forms. Community residents or students enrolled at other institutions may apply to the Summer Session by completing a Summer Session application, making the required deposit, and sending an official transcript or letter of good standing from a current academic institution. Advanced high school students must complete a Summer Session application, make the required deposit, and arrange for a high school counselor to submit a letter confirming that the applicant is capable of college-level course work. Admission to the Summer Session does not constitute admission to the regular program at the College.

Independent study during the summer is normally restricted to internships. In order to have a summer internship, a student must submit a preliminary application to the Director of Summer Internships no later than the Friday one week prior to commencement. Other independent studies (e.g., tutorials or research projects) may be approved in exceptional cases, but only if it can be demonstrated that a student's academic program makes that work a necessity. Such requests are to be submitted to the Registrar's Office for approval by the Dean of the Faculty before the end of the Spring semester.

COMMUNITY EDUCATION FOR ADULTS

Director: Ms. Carol Gayle

Lake Forest College takes a special interest in serving the adult community of the North Shore through the Community Education Program. Regular course offerings of the College are open to members of the community for credit and many may be audited. In addition, the College welcomes adults from the community onto its campus for the stimulating lectures, plays, discussions, and concerts that are part of the rich cultural environment provided for students.

The College provides special academic counseling for adult students. People who meet the established admission requirements may take courses for college credit in individually tailored programs on a part-time or full-time basis.

For more information regarding tuition, registration, and schedules, please call or visit the Community Education Office in Young Hall 222, telephone 847-735-5083.

PRE-PROFESSIONAL AND CAREER PREPARATION

Lake Forest College recognizes the advantages of joining the ideals of a liberal arts education with pre-professional and career preparation. The College therefore offers its students a number of pre-professional opportunities.

Cooperative Degree Programs

Professional schools recognize the importance of the liberal arts tradition. Students specializing in narrow fields can bring to their studies not only a fundamental knowledge of the subject but also a sense of broader ethical concerns and a flexibility of mind that the liberal arts college fosters. With these goals in mind, the School of Engineering of Washington University (St. Louis) set up a cooperative degree program with Lake Forest College. In this program, students spend their first 3 years of college studies at Lake Forest and then go on to Washington University for a further two years to complete training. Students must complete all of the General Education Curriculum requirements of Lake Forest College except the senior studies requirement.

Dual-Degree Program in Engineering

Advisor: Mr. Scott Schappe

Lake Forest cooperates with the Sever Institute of Technology, at Washington University (St. Louis), in a program designed for students who plan to become professional engineers but who also desire a rigorous liberal arts education. With an enhanced background in the social sciences and humanities, the prospective engineer is better prepared to assume the responsibilities of leadership in contemporary society.

The program requires each participating student to complete 24 course credits (at least 20 taken at Lake Forest College) before going on to the Sever Institute of Technology in the School of Engineering and Applied Science at Washington University for the final two years of study. Admission to the final two years of the program is at the discretion of Washington University.

Students accepted into the engineering dual-degree program must complete an Approved Program Withdrawal form in the Dean of the College Office before leaving the Lake Forest campus to enter Washington University.

The student will receive a Bachelor of Arts degree from Lake Forest after earning a Bachelor of Science degree from Washington University. The Lake Forest College degree will be a B.A. with no major specified, unless all requirements for the major (including the senior studies requirement) have been met at Lake Forest College.

The exact selection, combination, and sequence of courses to be taken at Lake Forest College, both in the natural sciences and in the social sciences and humanities, depends on the type of engineering to be pursued at Washington University. While at the College the student must register as a major in mathematics, computer science, or one of the natural sciences. The chairperson of the major department must certify that the student has completed at least three-fourths of the major requirements at the College.

The minimum requirements are a B average, with no transfer of credit for courses with grades lower than C-, and a formal recommendation from Lake Forest College. For further details regarding requirements, options, and course work at Washington University, students should consult with the program advisor at Lake Forest College.

Early consultation with the program advisor is vital in order to formulate and undertake the most appropriate course schedule. The recommended core of courses include the following: Math 110, 111, 210, and 214 (Calculus, Multivariable Calculus, and Differential Equations); Chemistry 110, 111 or Chemistry 120, 121 (General Chemistry or Principles of Chemistry and Introduction to Laboratory Research); Physics 120, 121 (General Physics); and Computer Science 112 (Introduction to Structured and Object-Oriented Programming).

Five courses in the humanities and social sciences, including two in one field, with at least one at the 300 or 400 level and no more than two courses in performing or studio art.

The remaining courses are to be drawn from the sciences, humanities, and social sciences at the discretion of the student and the advisor.

Education

Advisor: Ms. Sandra Fox

Lake Forest College prepares students for careers in teaching at the primary, elementary, middle school/junior high, and high school levels. Courses leading to Standard Elementary and Secondary Certification in Illinois are offered. A major in education is available only in conjunction with another major. Details are given in the course listings.

Law

Advisor: Mr. Richard Fisher

The pre-law advising program helps students decide whether a legal career is the best profession for them. Students receive close personal attention and advice and have the opportunity to participate in events related to the law professions. The pre-law advisor offers counsel on applying to law schools and on the range of law schools most suitable for each student. There is no specific pre-law pattern of course work at Lake Forest College; a well-rounded, challenging four-year course of study in the liberal arts and all major undergraduate fields are appropriate training for future lawyers. A pre-law society visits area law schools, participates in regional and national mock trial tournaments, hosts visits by law professionals and law school officials, provides support for students taking the LSAT, and engages in other activities related to careers in law.

Medicine

In addition to each student's chosen academic advisor, special health professions advisors are available to provide guidance and information. Students preparing for careers in medicine, dentistry, or veterinary medicine may major in any academic field, provided that their courses of study include the necessary science courses to ensure adequate preparation for the professional schools of their choice. Generally, these required science courses include a minimum of one year in biology, two in chemistry, and one in physics. In addition to each student's chosen academic advisor, members of the Health Professions Advisory Committee are available to provide advice and information relevant for premedical, pre-dental, and pre-veterinary students. During the student's junior and senior years, the committee provides assistance with the professional school application process.

INTERNSHIPS AND OTHER OFF-CAMPUS STUDY OPPORTUNITIES

Study opportunities in off-campus settings have enriched the curricular and extracurricular options of Lake Forest students for many years. Students who have taken advantage of such opportunities have gained new perspectives and fresh ideas. Off-campus study may take a student abroad, to other parts of the United States, or no farther than the City of Lake Forest. The College directly operates some of the programs described below. In most of the other programs the College is a sponsoring institution.

Off-Campus Study in the United States

Internship and practicum opportunities for off-campus study in the Chicago area and elsewhere in the United States are plentiful. Nearly half of all graduating students earn credit for an internship or practicum through a well-established program that takes advantage of the College's location near a great metropolis. The Associated Colleges of the Midwest, a consortium of 14 distinguished liberal arts colleges to which Lake Forest College belongs, operates six domestic programs in the humanities, social sciences, and natural sciences as well as a large number of study-abroad programs. The College cooperates with American University in offering a Washington Semester Program.

By means of program leaves and a special arrangement with nearby Barat College, Lake Forest students may enroll in courses at other academic institutions. For further information regarding program leaves, see below.

Internships and Practicums

Internships taken for credit at Lake Forest College are off-campus learning experiences integrated into the academic program. Although the specific nature of internship experiences will vary, internships should clarify for students the relationship between traditional liberal arts study and the use or expansion of knowledge in nonacademic settings. Students are eligible to apply for an internship following the completion of two years of course work. Under the internship program, students work for academic credit in businesses, social and governmental agencies, and other institutions both in the Chicago area and elsewhere during either semester of the academic year and during the summer term. A description of the program, *Guidelines to Internships and Practicums*, is available from the Registrar's Office.

Most internships and practicums have been developed under the auspices of the departments of economics and business and politics. The departments of psychology, sociology and anthropology, art, mathematics and computer science, biology, chemistry, history, English, philosophy, and theatre have also participated significantly in the internship program. Students interested in pursuing an internship should contact the Departmental Internship Liaison of the pertinent department and the Director of College Internships to begin the application process. Each academic department may establish its own application deadline. In order to have a summer internship, a student must submit a preliminary application to the Director of Summer Internships no later than the Friday one week prior to commencement.

Students may count up to 3 internship credits toward graduation, not including foreign internship credit. A maximum of 2 credits will be awarded for each internship and will count toward the maximum of 15 credits allowed in any discipline. These courses are graded only on a Credit/D/Fail basis. In order to participate in an internship, a student must have a C average in all prerequisite courses and may not be on academic probation.

In recent years, students have worked and studied for the Chicago Historical Society, the Museum of Contemporary Art, the Chicago Board of Trade, Prudential Securities, the Department of Housing and Urban Development, Marriott Corporation, IBM, the City of Chicago, Great America, the Chicago Bears, the Governor's Office of Consumer Affairs, Second City Theatre, the Consulate General of Mexico, and the Art Institute of Chicago, among many other organizations.

Program Leaves

A student may enroll during the Fall or Spring semester for one course at another institution while remaining registered for three courses at Lake Forest for that term. If approved by the student's advisor, the program must be checked with the Registrar to assure transferability of the work. If the work is satisfactorily completed with a grade of C- or better in each course, and the credits are transferred to Lake Forest College, the student will be reimbursed for the per-course cost of the tuition at the other institution up to the per-course cost of tuition at Lake Forest College for the same period.

Barat College

Lake Forest College joins with nearby Barat College in offering certain programs jointly and in coordinating offerings in some academic departments. Both colleges are on the semester system, which facilitates cross-scheduling. Lake Forest students travel to Barat, one mile away, primarily for additional course work in the creative arts: dance, ceramics, and photography. Barat students register at Lake Forest primarily in the sciences: biology, chemistry, and physics. Barat College also offers lectures and cultural programs to which Lake Forest students are invited. With advisor approval, a full-time student at Lake Forest may register for up to four semester hours in a given semester at Barat College, for which full Lake Forest credit will be granted if the course is completed with a grade of C- or better. Such registrations are made at the Lake Forest Registrar's Office at the usual time of registration. Students are not normally allowed to take courses at Barat that are offered at the College or courses numbered below 100. For the purposes of graduation requirements, academic probation, and academic suspension, Barat courses count as transfer credit and do not count toward the GPA.

Course work at Barat College for which a full-time student registers will be considered a part of the total Lake Forest College course load and will be billed in accordance with the statements under the section titled Undergraduate Tuition and Expenses.

Cooperation with American University: The Washington Semester Program

Advisor: Mr. Paul Orogun

For qualified junior and senior students, this program is offered in cooperation with American University in Washington, D.C. The program, available in either fall or spring, provides an opportunity to learn from Washington's many resources, including the nation's policymakers. Washington Semester students earn a full semester of credit by participating in an internship (two credits), writing a research paper or taking an elective course (one credit), and attending a seminar in one of these areas (one credit): national government, public law, economic policy, foreign policy, international business and trade, international environment and development, journalism, justice, museum studies and the arts, and peace and conflict resolution. Internship placements are with Congress, executive-branch agencies, the media, interest groups, research organizations, or museums. Students have seminars with government officials and political party leaders, and attend sessions of Congress and committee hearings.

Because the program is intended to enhance students' college education, participating in it and selecting among its options must make sense within a student's concrete educational objectives. Since most of the work takes place outside of the classroom, applicants must demonstrate a high ability to perform consistently and responsibly in situations that demand that they work on their own initiative. The minimum GPA for applicants is 2.5. An essay and two faculty recommendations are required as part of the application. The application deadline is February 1. For purposes of graduation requirements, academic probation, and academic suspension, the Washington Semester Program counts as transfer credit and does not count toward the GPA.

ACM Programs in the United States

Lake Forest College is a member of the Associated Colleges of the Midwest (ACM), a consortium of 14 distinguished colleges in five states: Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, St. Olaf, and the College of the University of Chicago. By working together these colleges have greatly expanded the off-campus study opportunities available to their students in the United States. Most Lake Forest students who participate in these programs do so during their junior year.

These programs are intended to enhance the collegiate experience and should make sense in terms of students' overall educational objectives. Because most are conducted outside the traditional classroom format, applicants must demonstrate an ability to perform consistently and responsibly in situations that demand that they work on their own initiative. Students on academic probation or judicial citation normally are ineligible.

Each ACM program is represented by an on-campus faculty advisor. A list of these advisors is available in the Dean of the Faculty Office and from the Study-Abroad Coordinator. Students may obtain applications for an ACM program from the appropriate advisor. These applications must first be submitted to the Lake Forest College ACM/Consortium Committee for an initial selection process. If approved at this stage, they will be forwarded to ACM for consideration. Since these programs are intended to complement on-campus programs, the College committee reserves the right to limit their availability in order to maintain the integrity of on-campus programs. Funding restrictions also apply. Although rising sophomores may be eligible to apply, qualified juniors and first-semester seniors will receive priority in the selection process. The application deadline for all programs is February 1 unless earlier as indicated. Applications will not be accepted after that date. For purposes of graduation requirements, academic probation, and academic suspension, ACM credit counts as Lake Forest College credit.

Chicago Arts Program

Advisor: Ms. Karen Lebergott

The Chicago Arts Program is a 15-week guide to the contemporary art world. In addition to attending a wide range of cultural events, students live in Chicago and meet and work with local artists and arts professionals on part-time internships and independent study projects and in two courses, the core course, Negotiating the art world, and an elective special topics seminar or a studio course. Possible internship placements include, in an artist's studio; in a museum or gallery; with a theatre or dance company; with an orchestra or presenting venue; and on a magazine or newspaper. Not limited to arts majors, the program benefits all students who have a strong interest in the arts. Length of Program: September to December, or February to May. Enrollment: 30 students (Fall), 20 students (Spring). Eligibility: Advanced sophomores, juniors, and seniors. Credit: 16 semester hours or the equivalent. Application Deadlines: (Fall) February 1; (Spring) October 1.

Newberry Library in the Humanities

Advisors: Ms. Ann Roberts, Mr. Arthur Miller

One of America's great research libraries provides the setting and resources for this program. Students attend interdisciplinary seminars taught by visiting professors and also have the opportunity to meet with resident scholars and library staff. In the fall seminar, students write a major research paper based on the Newberry's collections in the humanities. In addition to the semester-long fall seminar, students may enroll in one-month seminars during the winter and spring. Administered by ACM, the Newberry Library program is also recognized by GLCA. Length of Program: September to December (fall seminar). January to May (short-term seminars). Enrollment: 15 to 25 students (fall seminar); 8 to 15 students (short-term seminars). Eligibility: Exceptionally qualified sophomores, juniors, and seniors. Credit: 16 semester hours or the equivalent (fall seminar); equivalent of one course (short-term seminars). Application Deadlines: (fall seminar) February 1; (short-term seminars) October 1.

Oak Ridge Science Semester

Advisor: Mr. Robert Glassman

The Oak Ridge Science Semester is designed to allow qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student's time is spent in research with an advisor specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major fields and related disciplines. In addition, each student chooses an elective from a variety of advanced courses. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. Administered by Denison University, the Oak Ridge Science Semester is recognized by both ACM and GLCA. Length of Program: August to December. Enrollment: 20 students. Eligibility: Upperclass majors in biology, chemistry, physics, mathematics, or social sciences. Credit: 16 semester hours or the equivalent. Application Deadline February 1.

Urban Education

Advisor: Ms. Dawn Abt-Perkins

The Urban Education Program offers student-teaching internships, a summer sequence of courses leading to bilingual or English as a Second Language (ESL) certification, and an intensive one-month course in January on multicultural and global awareness. Chicago offers exceptional opportunities for students interested in education and educational issues. The diversity of communities served by Chicago schools provides a rich setting in which interns learn from working with people who represent cultures and languages from all over the world.

The variety of educational programs operating within the metropolitan area also enables students to work in virtually any kind of school.

Placements are made in public, private, or alternative schools and students can work in traditional or progressive, city or suburban, multilingual or monolingual, regular or special education, magnet or neighborhood schools. Seminars focus on the social, political, and economic factors that influence systems as well as the impact of schools on students, teachers, and communities. Coaching and supervision emphasize collaborative approaches for developing effective teaching strategies.

The "Dimensions of Multiculture" course offered during the January interim explores the meaning of cultural identification and its impact on children's learning and also serves candidates for bilingual certification, foreign students wanting to develop a deeper understanding of American cities, and a broad range of students interested in expanding their understanding of other cultures. Length of Program: (student teaching) semester, term, or multi-block; (bilingual/ESL) semester or term; (Dimensions) January interim. Eligibility: Any currently enrolled student; those seeking certification are expected to have fulfilled their college's prerequisites for student teaching. Credit: Equal to an equivalent period on the home campus. Application Deadlines: (Summer term) February 1; (Fall semester or term) February 1; (January interim) October 1; (Winter semester or term) October 1; (Spring semester or term) October 1.

The Lake Forest College Student Teaching Option (see information under Education course listings) does not apply to students participating in the ACM Urban Education program. The tuition cost for the latter for 1999-2000 will be $5,060.

350 Foundations of Bilingual Education
Examination of the rationale, history, and issues surrounding bilingual education, along with issues of first and second language acquisition as related to bilingual education. Topics studied include legal, historical, and social perspectives of bilingual education; principles of language development in the bilingual child; models on bilingual programs; U.S. minority cultures and the bilingual classroom; and bilingual learners in relationship to mainstream classrooms. Supervised field experience required.

351 Theoretical Foundations of Teaching English as a Second Language
Investigation of the impact of sociological, psychological, and cultural phenomena on language learning. Topics include hypotheses of first and second language acquisition, differences between children and adults in second language acquisition, and an examination of sociocultural, linguistic, and psychoeducational variables that affect language learning and school performance. Supervised field experience required.

352 Methods and Materials for Teaching English as a Second Language
An introduction to the teaching of English as a Second Language (ESL). Survey of methods and materials that address reading, writing, listening, and speaking skills for elementary, secondary, and adult learners in ESL settings. Applications are made within language and content area instruction. Topics include an historical overview of ESL techniques, Total Physical Response, storytelling, the role of grammar, teaching pronunciation, and the use of journals. Supervised field experience required.

353 Assessment: Oral and Literacy Skills Development
An introduction to assessment instruments and procedures used in bilingual and ESL programs. A study of the basic tenets of testing and assessment including review, evaluation, and administration of various testing instruments; examination of techniques of whole language evaluation; and informal and alternative assessments. Supervised field experience required.

354 Dimensions of Multiculture and Global Awareness
An exploration of the meaning of cultural identification and its impact on learning. Students participate in a series of workshops dealing with the histories and differences in cultural characteristics of specific groups of people from around the world and investigate a number of Chicago's ethnic neighborhoods with the assistance of knowledgeable resonrce persons. Topics include the development of culture consciousness, effects of culture on teaching and learning, skills and tools of cultural analysis, comparison of immigrant and American mainstream cultural patterns and values, and current world issues and their relationship to cultural understanding. Supervised field experience required.

Urban Studies
Advisor: Mr. Richard Dye
The social, cultural, and economic forces that shape American cities—urban renewal, political machines, pollution, the daily press, welfare, high culture and mass culture, the corporate elite—are all present in Chicago. In the Urban Studies Program, students immerse themselves in the city and these forces and begin to understand the magnitude and complexity of an urban center by studying, working, and living in Chicago. The program includes seminars on urban issues, a core course focusing on current problems in public policy, an independent study project, and a supervised internship. The program's focus on experiential education also helps students gain a valuable understanding about how the city influences and shapes those who live there. The program encourages students to examine their experiences while living in the city and provides students with an opportunity to examine their own values and goals. Length of Program: September to December or February to May. Enrollment: 50 to 60 students (Fall); 45 to 55 students (Spring). Eligibility: Sophomores, juniors, and seniors. Credit: 16 semester hours or the equivalent. Application Deadlines: (Fall) February 1; (Spring) October 1.

Wilderness Field Station
Advisor: Mr. Kenneth Weik
The ACM Wilderness Field Station, located on remote Low Lake in the Superior National Forest, offers an exceptional opportunity for direct observation of northwoods nature. Courses in aquatic biology, animal behavior, ornithology, and behavioral ecology of vertebrates are typically offered during the two month-long summer sessions, along with field biology, other electives for non-science majors, and an independent study option. Much of the fieldwork in this lakeland wilderness is done on long canoe trips into the Boundary Waters Canoe Area and Quetico Park in Canada. The base camp's laboratories, herbarium, and library enable students to supplement their fieldwork with formal scientific study and equipment. Length of Program: June to July, July to August, or both. Enrollment: 24 to 32 students per session and 8 students per course. Eligibility: Most courses have no prerequisites and may satisfy the general education biology or science requirement at some colleges. Credit: 4 semester hours or the equivalent each session. Application Deadlines: (regular deadline) February 1; (final deadline) May 1.

STUDY ABROAD

Lake Forest College believes deeply in the value of study abroad and many of its students pursue such study, especially during the junior year.

The College has several study-abroad programs of its own. The oldest of these permits students to spend half a semester in Greece and Turkey after a period of study on campus. Lake Forest College also sponsors International Internship/Study-Abroad Programs in Paris, France, and in Santiago, Chile. The College also offers a marine biology program in the Bahamas in alternate years.

The Associated Colleges of the Midwest, a consortium of 14 distinguished liberal arts colleges to which Lake Forest College belongs, operates a rich array of study-abroad programs on four continents for which Lake Forest students are eligible to be considered.

With prior permission of the Academic Appeals Board, students may also receive academic credit for study abroad programs sponsored by other accredited institutions. See Program Leaves under Internships and Other Off-Campus Opportunities. The Study-Abroad Coordinator, Ms. Jan Miller, makes available ro students information about high-quality non-Lake Forest programs and students interested in study abroad should consult her no later than the beginning of the Spring term of the year preceding their proposed study.

Although most students go abroad for a single semester, a student may petition the Academic Appeals Board for permission to spend an entire junior year abroad. The board may grant such an appeal when the proposed program provides significant enhancement of the student's academic program and meets each of the following conditions: (1) it must be consistent with a liberal arts education; (2) it must provide academic opportunities clearly unavailable at the College; and (3) there must he good reason for thinking that the educational benefits will be significantly enhanced by a two-semester duration. Students must apply no later than the beginning of the Spring term of the year preceding their proposed study.

Upon approval by the Committee on Off-Campus Programs, Lake Forest College enters into a limited number of consortium agreements with selected institutions in order to make it possible for students on financial aid to retain their aid while studying off-campus.

Students are urged to review "Procedures and Guidelines for Students Applying for an International Study Consortium Agreement," which is available on consultation with the Study-Abroad Coordinator. While studying abroad, students are required to have health insurance levels that must include evacuation and repatriation coverage. A plan is available through the College. The application deadline is February 1.

Grades earned by a student on a consortium agreement program may be treated differently from regular transfer credit and are subject to individual review. For the purposes of graduation requirements, academic probation, and academic suspension, credits received through Lake Forest College-approved consortium agreements do not count toward the GPA.

Study-abroad programs meet the GEC breadth requirements when applicable and the GEC Cultural Diversity Requirement.

Lake Forest College Programs Abroad

Programs offered by Lake Forest College are planned and directed by members of the College faculty. Each program runs one semester and credit is awarded by the College.

A student becomes a participant in one of these programs on acceptance by the department or supervisory committee pertinent to the particular program and with the concurrence of the Dean of the Faculty. Principal considerations used in determining admissibility to a program include evidence of academic motivation and promise of satisfactory academic work; nsually an average of B- or better; reason to believe that the student will benefit from the program; and the applicant's major interest and reason given for wanting to join the program. Students on academic probation or judicial citation normally are ineligible.

Each applicant must present the following documents: completed application form including parental signature, waiver, and medical report; letters of recommendation from members of the teaching faculty who are familiar with the academic work of the applicant; and a letter of reference from the Dean, Associate Dean, or Assistant Dean of the College.

All parts of the application are due by the deadline indicated on the form. Forms for parental signature, waiver, and medical report may be obtained from the program director or from a member of the appropriate supervisory committee. No applicant will be accepted into a program until all of the conditions are met. Completed applications will be evaluated as they come in; decisions on late applications will therefore be made last. If the group of applicants is larger than the number who can be admitted, preference will be given to majors and upperclassmen. Freshmen and last-term seniors are ineligible. (Exceptions must be approved by the Academic Appeals Board.)

Students accepted into a Lake Forest College off-campus program may be required to confirm their acceptance by making a nonrefundable deposit.

Cost of participating in a program includes tuition at the regular Lake Forest College rate; travel to and from the location of the program; an excursion fee for field trips when applicable; lodging and meals; and books and incidental expenses, including individual travel.

International Internship/Study-Abroad Program in Paris, France

Advisors: Mr. Rand Smith (Chairperson), Ms. Cynthia Hahn

The Paris program aims to provide the student with in-depth exposure to French society and culture through a combination of work experience and classroom instruction. The program is scheduled for the Fall semester each year. Students must be at the junior or senior level, demonstrate French language proficiency, and have a solid academic background in their major field(s). Students are normally expected to have a B- average (2.67 GPA). The 15-week program is composed of three parts: (1) a two-course-credit internship in a for-profit or not-for-profit organization or government agency (in areas such as management, marketing, finance, advertising, museology, education, personnel, public relations, government, or research); (2) a one-course-credit study of French language; and (3) a one-course-credit seminar in French society and culture. To enhance their exposure to another culture and develop fluency in French, students will normally live in French homes.

Careful advance planning is crucial. Interested students shonld consult Mr. Smith or Ms. Hahn, who can provide application forms. Students should also discuss their interest in the program with their academic advisors.

International Internship/Study-Abroad Program in Santiago, Chile

Advisors: Mr. George Speros (Chairperson), Mr. David George, Mr. Nader Nazmi

The program in Santiago, Chile, aims to provide the student with in-depth exposure to Chilean society and culture through a combination of instruction at a local university and work experience. The program is scheduled for the Fall semester with classes being offered for Lake Forest College students at the Universidad Diego Portales (UDP) in Santiago. Students must be at the junior or senior level, demonstrate Spanish language proficiency, and have a solid academic background in their major field(s). Students are normally expected to have a B- average (2.67 GPA). The 15-week program is composed of three parts, two at UDP, (1) a one-course-credit study of Spanish language and (2) a one-course-credit study of Chile in the twentieth century; part (3) is a two-course-credit internship in a profit or nonprofit organization. Internship opportunities for qualified applicants are available in computer science, banking, marketing, education, journalism, management of technology (from theoretical training to industrial application), international relations, and scientific research. Additional opportunities are sought when students' preparation and interests so warrant. To enhance their exposure ro another culture and to develop fluency in Spanish, students will normally live with Chilean families.

Students who would like to apply should see Mr. Speros or Mr. George for application forms. Likewise, students should discuss their interest in participating in the program with their advisors. Careful planning is crucial.

Program in Greece and Turkey

Advisory Committee: Mr. Louis Lombardi (Chairperson), Mr. Pericles Georges, Ms. Janet McCracken, Mr. Ahmad Sadri

Since 1970 the College has offered an interdisciplinary humanities program in Greece and Aegean Turkey designed to provide sophomore and junior students, regardless of major, with an opportunity to live and study in a foreign culture.

The information below reflects recent programs. Travel plans are subject to change, for logistical and financial reasons as well as in response to local conditions.

Offered in the Spring, the program in Greece and Turkey incorporates three sequential four-week courses that use historical and archeological sites and museums as classrooms to study the ancient Aegean world from the Minoan to the Byzantine periods. A prereqnisite course (GKCV 201) is offered in January and February prior to the on-site courses. Thus students can earn up to four credits. To be eligible for acceptance in the program, students must have at least sophomore standing, good academic records (normally B- or better), and references and have completed GKCV 201 or at least two courses in the combination of art history and ancient history or classical literature.

Interested students are encouraged to submit an application form by May 1 so that it can be considered in an early review. The final deadline for application is October 31. Application forms are available from Mr. Georges, Mr. Lombardi, Ms. McCracken, or Mr. Sadri.

201 Ancient Greece: Life, Thought and the Arts

Spring (January-February)
(7.5 week intensive course)

An interdisciplinary introduction to the legacy of ancient Greece from the Homeric Age through the Classical Period. Class discussion of selections from Greek poets, playwrights, historians, and philosophers integrated with slide lectures examining art and archeological remains in historical context. Since this course runs for 7.5 weeks during the first half of the Spring semester, the periods during which withdrawals are permitted and refunds are given are each half of the corresponding periods for 15-week courses. A student may take no more than three course credits in other courses while enrolled in this class.

202 Greece in the Bronze Age

Spring (March)

The Minoan and Mycenaean cultures studied through archeological sites and museum materials on Crete and in the Peloponnese. Periods of study based in Herakleion and Návplion, alternated with periods of group travel-study at Minoan sites on Crete and Santorini and Mycenaean sites in the Argolis. (Cross-listed as Art 202 and Sociology and Anthropology 202.)

203 Greece in the Classical-Roman Ages
Spring (April)
Periods of study in Athens, Delphi, Corinth, and Olympia, supplemented by group travel-study at other sites of the Classical to Roman periods such as the island of Delos and the Ionian coast of Turkey. (Cross-listed as Art 203 and Sociology and Anthropology 203.)

204 Greece in the Byzantine-Medieval Ages
Spring (May)
Periods of study in locations such as central Greece (Osios Loukas, Daphni, Meteora, Athens), the Peloponnese (Mistra, Monomvasia), northern Greece (Philippi, Thessaloniki), and Turkey (Ephesus). (Cross-listed as Art 204 and Sociology and Anthropology 204.)

Marine Biology
The Biology Department offers a Marine Biology program (Biology 382) during the Spring semester that includes a visit to a tropical marine biology field station. The program consists of two components: (1) during the regular semester, students attend lecture and laboratory meetings on campus; (2) when the regular semester ends, students embark on a two-week, off-campus visit to the Bahamas Field Station, San Salvador, Bahamas. Emphasis at the station is placed on examination and identification of marine organisms coupled with investigations of the habitats they occupy throughout the intertidal zone including deep-water sites on the outer margins of barrier reefs. Students also complete short-term research projects focusing on unique aspects of the tropical marine environment. Prerequisite: Biology 210, 220. Credit: One course credit. Applications must be received by October 31.

ACM Programs Abroad
Lake Forest College is a member of the Associated Colleges of the Midwest (ACM), a consortium of 14 distinguished colleges in five states: Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, St. Olaf, and the College of the University of Chicago. By working together these colleges have greatly expanded the study-abroad opportunities available to their students. Most Lake Forest students who participate in these programs do so during their junior year.

These programs are intended to enhance the collegiate experience and should make sense in terms of students' overall educational objectives. Because most are conducted outside the traditional classroom format, applicants must demonstrate an ability to perform consistently and responsibly in situations that demand that they work on their own initiative. Students on academic probation and/or judicial citation are usually ineligible.

Each ACM program is represented by an on-campus faculty advisor. A list of these advisors is available in the Dean of the Faculty Office and from the Study-Abroad Coordinator. Students may obtain applications for an ACM program from the appropriate advisor. These applications must first be submitted to the Lake Forest College ACM/Consortium Committee. If approved at this stage, they will be forwarded to ACM for consideration. Since these programs are intended to complement on-campus programs, the College committee reserves the right to limit their availability in order to maintain the integrity of on-campus programs. Although rising sophomores may be eligible to apply, qualified juniors and first-semester seniors will receive priority in the selection process. Funding restrictions also apply. The application deadline for all programs is February 1 unless earlier as indicated. Applications will not normally be accepted after that date. For purposes of graduation requirements, academic probation, and academic suspension, ACM credit counts as Lake Forest College credit.

Central European Studies Program in the Czech Republic
Advisor: Ms. Carol Gayle
Combining its rich cultural heritage, the emerging revival of democracy, and a struggle for economic success, the Czech Republic mirrors much of East and Central Europe in its variations and uncertainties. The program is based at Palacký University in Olomouc, the historic capital of Moravia. It includes intensive language training and course work, field trips to major Central European cities, independent research, and housing with Czech students in university dormitories. With much of its ancient architecture intact and a topography of dramatic, contrasting beauty, Central Europe offers tremendous opportunities for students from many disciplines. Courses cover East European history, contemporary sociopolitical issues, and Czech literature and culture.

Administered by ACM, Central European Studies is also recognized by GLCA. Length of Program: August to December. Enrollment: 15 to 22 students. Eligibility: Juniors and seniors. Credit: 16 semester hours or the equivalent. Application Deadline: February 1.

Florence
Advisors: Mr. Christopher Reed, Mr. Richard Mallette
The Florence Program provides an excellent opportunity to study Renaissance painting, sculpture, architecture, history, and literature for students interested in art, history, Romance languages, and the humanities. Italian language instruction, a studio art course, and courses providing a broad perspective on Italian contributions to world civilization facilitate the study of Florentine artistic and cultural heritage. Visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars supplement this course work. Staying with Italian host families enriches participants' awareness of modern Italian life as well as the academic study of Italian Renaissance culture. Length of Program: September to December. Enrollment: 25 to 30 students. Eligibility: Juniors and seniors. Prior Italian language recommended. Credit: 16 semester hours or the equivalent. Application Deadline: October 1.

India Studies
Advisor: Ms. Catherine Benton
The Indian subcontinent, home to almost one-sixth of the world's population, provides a rich and complex background for the study of a non-Western civilization. After an intensive 10-week orientation term, including language study, at one of the ACM colleges, India Studies Program participants spend six months in Pune living with Indian families. Pune is at once both traditional and highly industrialized, offering an excellent opportunity to observe the interaction of tradition and modernity that characterizes contemporary India. Students enroll at Tilak Maharashtra Vidyapeeth, where they continue language instruction, choose four other courses (over two terms) and complete their independent study projects begun during orientation. In addition to the formal academic program, a variety of extracurricular activities is available: music and dance recitals, field trips to nearby cultural sites such as the Ajanta and Ellora caves, and the pilgrimage to Pandharpur and other religious festivals. Length of Program: March to December. Enrollment: 10 to 15 students. Eligibility: Any currently enrolled student may apply, though priority is given to those who will be sophomores or juniors during the orientation term. Credit: Equivalent to one full year of work on the home campus: orientation, one-third; overseas program, two-thirds. Application Deadlines: Regular Deadline: February 1. Final Deadline: October 1.

Japan Study
Advisors: Mr. David Krantz, Mr. Pack Carnes
Students spend the academic year at Waseda University's International Division in Tokyo after a brief orientation providing intensive language practice and cultural discussions. In addition to required language study, electives may be chosen from a wide range of Asian Studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. In March, a three-week rural stay lets students experience another type of Japanese life. Administered by Earlham College, Japan Study is recognized by both ACM and GLCA. Length of Program: late August to June. Eligibility: Sophomores, juniors, and seniors with a minimum 3.0 GPA. No Japanese language study is required for acceptance, but at least one semester or term of Japanese must be completed before departure. Credit: Students earn a full academic year's credit. Application Deadline: February 1.

Costa Rica: Studies in Latin American Culture and Society
Advisors: Mr. Nader Nazmi, Mr. Rand Smith
Studies in Latin American Culture and Society (Fall only) is an interdisciplinary program for students seeking a comprehensive understanding of life in Latin America and wishing to develop fluency in Spanish. This program, which focuses on the humanities and social sciences, is designed to take full advantage of its Costa Rican setting. Language study is stressed as the key to understanding the culture. Course work in language, literature, geography, anthropology, politics, and cultural change

enables students to develop insights that are reinforced by field trips and two weeks of field work in rural areas. In San José and its environs, students live with families both to improve their language ability and enjoy personal involvement in the daily life of a Latin American community. Length of Program: late August to December. Enrollment: 25 to 30 students. Eligibility: Sophomores, juniors, and seniors, with at least one year of college-level Spanish (two years strongly recommended). Credit: 16 semester hours or the equivalent. Application Deadlines: Regular Deadline: October 1. Final Deadline: February 1.

London and Florence: Arts in Context

Advisors: Mr. Christopher Reed, Mr. Richard Mallette

The London and Florence Program compares the artistic achievements of two historically prominent cities. Participants study the historical and political context of art, architecture, literature, and theatre as well as Italian language. Visits to museums, galleries, and theatres, short trips to other areas of England and Italy, and discussions with local scholars supplement this course work. Students spend eight weeks in each city and enjoy a week-long mid-semester break. An optional intensive course in Italian language is offered every January in Florence (3 semester credits). Length of Program: February to May. Enrollment: 50 students (25 begin in London, 25 in Florence). Eligibility: Sophomores, juniors, and seniors. Credit: 16 semester hours or the equivalent. Application Deadlines. Regular Deadline: February 1. Final Deadline: October 1.

Russia Semester

Advisor: Ms. Carol Gayle

The enormous political, social, and economic changes taking place in Russia provide a fascinating environment for this program, and the Kuban region program site provides a particularly rich environment for understanding the changing nature of Russian life and the issues of national identity that accompany these changes. The program combines intensive study of the Russian language with a course about Russian society. Students live with Russian families and the combination of home stays, field trips, and individual projects provides for maximum exposure to contemporary Russian life. The program is based at Kuban State University in Krasnodar, a regional center of 700,000 people; the city's relatively relaxed atmosphere permits more contact between Americans and Russians than is usually found on programs in Russia. In addition, little English is spoken in Krasnodar, providing students increased opportunity to develop their Russian language skills. Administered by ACM, the Russia Program is also recognized by GLCA. Length of Program: September to December. Enrollment: 20 students. Eligibility: One year Russian language. Credit: 16 semester hours or the equivalent. Application Deadline: February 1.

Tanzania

Advisor: Mr. Paul Orogun

The Tanzania program offers undergraduates an unusual opportunity to conduct fieldwork in some of the world's greatest paleoanthropological and ecological sites. Students divide their time between the University of Dar es Salaam and the Northern Region of Tanzania. At the university they take courses in intensive Swahili, human evolution, and the ecology of the Serengeti while developing a research topic. For the next six weeks, students live in tent camps and pursue individual field projects in the Serengeti/Ngorongoro area before returning to the university for final work on their projects. The program is both physically and academically demanding, and only well-qualified students will be selected. Length of Program: August to December. Enrollment: 15 to 20 students. Eligibility: Juniors and seniors. Credit: 16 semester hours or the equivalent. Application Deadline: February 1.

Costa Rica: Tropical Field Research Program

Advisors: Mr. William Zamer, Mr. William Moskoff

The Tropical Field Research Program (Winter/Spring) is designed for advanced work in the social and natural sciences. Independent research in the humanities is also encouraged. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad range of research topics is available for students of anthropology, archaeology, economics, geography, geology, history, political science, and sociology. Students prepare for their research during a month-long orientation that includes intensive language training and a review of fieldwork methodology. Their field study may be integrated with an ongoing project or undertaken independently under the supervision of a faculty advisor. Length of Program: late January to May. Enrollment: 20 to 25 students. Eligibility: Juniors and seniors with prior course work in the discipline in which they propose to do research, plus at least one year of college Spanish (two years are recommended). Credit: 16 semester hours or the equivalent. Application Deadlines: (Regular Deadline) February 1; (Final Deadline) October 1.

Zimbabwe Program

Advisor: Mr. Paul Orogun

Located on the University of Zimbabwe campus in Harare, the interdisciplinary Zimbabwe Program addresses the challenges of building a modern independent nation and focuses on development issues in Southern Africa. ACM and University of Zimbabwe faculty members offer courses in culture and society, political and economic development, and the Shona language. Students also complete an independent field project under the guidance of program staff or university faculty. During the optional May Block (4 semester credits), they can pursue an internship or do additional language study or an individual research project. Family stays in Harare and Bulawayo offer students the opportunity to live with Zimbabweans, participate in community life, and experience Zimbabwe's two main ethnic groups, the Shona and the Ndebele. The academic program is also enriched by field trips and a short rural stay. Length of Program: January to April, optioual May Block. Enrollment: 20 to 25 students. Eligibility: Advanced sophomores, juniors, and seniors. Credit: 16 semester hours or the equivalent. Application Deadlines: (Regular Deadline) February 1; (Final Deadline) October 1.

THE GRADUATE PROGRAM IN LIBERAL STUDIES

Professor Rosemary E. Cowler (Director)

Professor David L. Krantz

Professor Edward Packel

Professor Franz Schulze

Professor Arthur Zilversmit

Associate Professor Carol Gayle (Associate Director)

Associate Professor Christopher Reed

Lecturer Bernice E. Gallagher

The Graduate Program in Liberal Studies is designed for those who have completed a bachelor's degree and who want to enhance their ability to organize conceptually the social, scientific, and humanistic dimensions of topics that illuminate the world of the late twentieth century. Interdisciplinary in nature, graduate education in the liberal arts is based on the assumption that beyond the technical competence required for certain tasks, people need the breadth and wisdom that have traditionally been fostered by the liberal arts. It is no longer possible, if it ever was, to complete a liberal education in four undergraduate years; a truly liberal education, which includes the ability to integrate knowledge from various fields, is the task of lifelong learning. The program leads to a Master of Liberal Studies (M/LS) degree.

At the heart of the M/LS program is a series of interdisciplinary seminars, team-taught by faculty members representing different disciplines. The emphasis in these specially designed seminars is on integrating the approaches of the three broad areas of the liberal arts curriculum, the social sciences, the physical sciences, and the humanities, rather than on acquiring specialized knowledge in one of them. Students in the program are also required to undertake a master's project, again of an integrative, multidisciplinary nature. The aim of the program is to foster the ability to integrate knowledge from several fields and to deal with major questions in light of the wisdom afforded by a broad knowledge of the liberal arts.

Graduate liberal arts education appeals to a broad audience. Businesspeople have found that a graduate liberal arts program provides a perspective that helps them make better decisions and deal more effectively with the issues they face in a world that is rapidly changing. Today's marketplace often calls for flexibility in thinking and responding to current issues rather than for intensely specialized knowledge.

Teachers enroll in graduate liberal studies programs as an attractive alternative to further graduate work in education or in a single academic discipline; they find that the broad concerns of a nondisciplinary master's program more closely match their needs. That current educational emphasis is being placed on interdisciplinary learning and teaching reinforces this perception. Adults pursuing advanced study for their own enrichment and pleasure choose graduate liberal arts education as an alternative to a self-directed program of reading or to a series of unrelared adult education courses. These students find that they receive a carefully organized, coherent approach to further learning in association with other adults who share similar interests.

GRADUATION REQUIREMENTS FOR THE MASTER OF LIBERAL STUDIES

Nine course units are required for the Master of Liberal Studies (M/LS) degree: normally, three interdisciplinary seminars, five electives, and a master's project. Candidates must earn a grade of B or higher in all elective courses to have them count toward the degree. While a grade of C is considered passing in the interdisciplinary seminars, a student who receives a C in the initial seminar must earn a B in another interdisciplinary seminar before undertaking elective courses. An overall average of B or higher is a requirement for the master's degree. Incompleted course work given an I by the instructor for appropriate reasons must be cleared within one year; after that, the grade will be recorded permanently as NC (No Credit), without affecting the student's grade point average.

A full-time course load for graduate students at Lake Forest College is four courses per year, but M/LS students are not required to take any minimum number of courses a year to remain in the program. Part-time students are encouraged. Since most of the participants in the M/LS program hold full-time jobs or have other responsibilities, graduate students typically take one course per semester during the regular school year, with the possibility of taking summer school courses as well. There is no penalty for not taking a course each term and there is no arbitrary limit on how long a person may take to finish the program.

Interdisciplinary Seminars

The interdisciplinary seminars at the core of the M/LS program center on important issues viewed from the perspectives of several scholarly disciplines. These seminars are team-taught by faculty typically representing the humanities, the physical sciences, and/or the social sciences, with additional faculty often brought in for their special expertise. Students enrolled in the M/LS program are expected to take one of the interdisciplinary seminars during their first term at the College. In a term when no interdisciplinary seminar is offered, the student may, with the permission of the M/LS Committee, begin the program with an elective course, but no student will be granted admission to candidacy until having successfully complered an interdisciplinary seminar.

The seminars meet once a week for a semester (fifteen weeks) and carry four hours of graduate credit. Requirements for the seminar include a substantial research paper on a topic related to the subject of the seminar, chosen by the student in consultation with the instructors. The interdisciplinary seminars listed below have been offered in past years. Additional seminars on new topics are added to the curriculum frequently.

510 Darwin: His Impact on His World and Ours

Darwin and Darwinism are studied not only by an examination of the scientific and social scientific concepts of evolution and the worldview that Darwinism replaced, but by such ramifications of this new perspective as the religious response to Darwin's theories; the ways in which social science and popular thinkers used the prestige of scientific theory to justify contemporary business practices; the impact of Darwinism on literature (realism and naturalism); scientific developments since Darwin and the manner in which the study of genetics has confirmed and modified Darwin's theories; and the new sociobiology, the genetic and cultural-evolutionary determination of human behavior.

514 Public Policy and the Environment

The seminar will examine a number of important matters: the historical background of current environmental issues; alternative ways of conceiving of the relationship of humankind and the natural world; the complex issues created by the need to reconcile environmental with other social goals such as economic growth and the development of energy resources; consideration of international law and organization as a means of protecting the ozone layer and preventing global warming; and analysis of the consequences of population growth.

516 The Idea of Law

Universal and crucial as is the idea of "law," the concept can mean different things in different contexts and applications. For example, is the term used the same way in the natural and social sciences? How does "natural" law differ from "positive" law? While literature does enlarge our understanding of law in these several senses, how do letters, as well as the other arts, themselves reflect their own "rules"? And do new theories of literary criticism along with chaos theory, so current, challenge older assumptions of order and meaning?

518 Intellectual Revolutions of the Turn of the Century

On the eve of the new century, it is illuminating to look back at the intellectual revolutions associated with the turn of the previous century, which shaped so much of the culture of our time. In the unsettled years around 1900 new aesthetic visions emerged in the arts, while intellectuals and scientists developed radically new ways of thinking about the natural and social worlds and about human nature. These amounted to a series of profound intellectual revolutions that worked their way down into the general consciousness in the years afrer World War I. Against the background of *fin de siecle* intellectual malaise, we will examine the contributions of major thinkers who have had decisive influence on our worldview, including Freud, Einstein, social thinkers, and avant garde artists and writers who helped create the new sensibility of modernism.

520 The Mind and the Brain

The brain has been called an amazing "enchanted loom." Can our knowledge of the physical brain help us understand our thinking selves, our emotions, and other mental processes and, conversely, can a good understanding of the human mind (rational, spiritual, and creative) illuminate our study of that physiological brain? How do personality and intellect develop over one's life? How does the brain develop, and how might this marvelous organ of consciousness have evolved? Will its capabilities ever be duplicated by computers? Do we have inborn "social instincts"? Further, we shall examine intelligence assessment; psychological and medical approaches to mental illness (with case studies of selected individuals such as Hitler and Woodrow Wilson); gender differences; and the processes of seeing and hearing, bodily movement, memory, sleeping, dreaming, and creativity.

522 The Eighteenth Century: The Evolution of a New Worldview

The new scientific climate established by the work of Sir Isaac Newton in the context of the political and economic upheavals at the end of the seventeenth century led to the emerging worldview of a rising middle class. This view was challenged by a generation of great writer-satirists who held fast ro older values, and then was reinterpreted by a generation of Romantic writers. The age culminated in the great revolutions in America and France, and the modern world had been born.

524 Ways of Knowing

We know many different things but we also know in many different ways. The poet and the biologist know trees in distinctive manners. What is the basis for scientific knowledge? How can we know the past? What kinds of knowledge are the province of literature and the arts? The seminar will explore several of the ways in which we know, concentrating on the scientific, the historical, and the literary.

530 War and Peace: Conflict and Human Nature

War is as old as human history but it is no older than the profound desire for peace—a duality in human nature that has intrigued writers, philosophers, historians, psychologists, and, more recently, filmmakers. The seminar will provide insights into our complex attitudes toward war and peace as we consider such topics as heroic warfare in the Classical Age (even then challenged); patriotism and the warrior king; World War I in literature, history, and film; gender and war; genocide; the "banality of evil"; the contemporary "humor of despair"; and theories of conflict resolution.

532 Gender in Nature and Society

The seminar provides an exploration of gender in nature and as a socially and culturally constructed category. What are the origins of gender? What are the biological bases for differences between males and females? How does evolution shape gender/sex roles in animal societies? What are the social and cultural bases for differences between males and females? How does gender affect the roles that men and women play in the social and economic world? How, if at all, have gender roles changed in the process of historical development? How does culture construct gender and in what ways can literamre and art illuminate aspects of gender? Are there gender-based ways of knowing?

536 Meetings: East and West

Encounters between cultures play a significant role in world affairs, but they are nothing new. Using important exchanges between the East (represented by China and Japan) and the West (Europe and the United Stares), this seminar examines how cultures form perceptions of each other and how the perceptions, once formed, determine the meanings of the encounters. Among the encounters: Marco Polo's China; Christianity in the East (Matteo Ricci in China, missionaries to Japan); Europe's understanding of Confucianism and the development in the arts of chinoiserie (eighteenth century) and japonisme (nineteenth century); the transcendentalists and the Orient; the adaptation of Western political institutions in Meiji Japan; China's "century of humiliation" by both the West and Japan (1840s-1940s); and interactions between East and West since World War II.

538 Ethics and Life

Do ethical standards emerge from feelings or from reasoning or from abstract principles? Do facts or theories about human nature tell us what kind of people we should he? What are the relations between ethics and law, and self-interest, and religion? Often, we are prompted to face such matters in response to sudden turmoil (e.g., when courts deal with another case of assisted suicide). We can learn much about the demands of ethics through reflection on

difficult cases, but we can miss much as well. Thus in addition to examining a number of current ethical controversies we consider fundamental questions of what we should strive for, what kind of people we should be. Reflections on ethics concern not only how we draw the line between right and wrong but what we ought to aspire to in our efforts to lead the good life. Our discussions will be guided by (1) traditional philosophical materials (e.g., Aristotle's *Nichomachean Ethics*, Kant's *Foundations of the Metaphysics of Morals*, and Mill's *Utilitarianism*), (2) contemporary popular and philosophical works (e.g., Bennett's *Book of Virtues* and MacIntyre's *After Virtue*), (3) discussions of principles of biological evolution and brain sciences (e.g., Lorenz's *Civilized Man's Eight Deadly Sins*, Wright's *The Moral Animal*, and Valenstein's *Great and Desperate Cures*), and (4) debates about moral development (e.g., Kohlberg's theory and feminist criticism of this work, as evident in, for example, Noddings' ethics of caring).

540 Cinema and Society

Cinema exerts a powerful influence on society: It not only reflects and comments on social concerns but may actually create them. Through careful analysis of films—classic as well as recent—and related texts, the seminar will explore varying representations of such themes as nation, gender, class, and race from literary, socio-scientific, and artistic perspectives.

542 Images of Human Nature

Our understandings of ourselves—what we are and perhaps what we wish to be—are defined, consciously or unconsciously, by particular images of human nature. Such images and perspectives are themselves shaped by a range of influences from long-time cultural traditions to new ways of thinking created by intellectual "revolutions." Among the various models or definitions of human nature to be examined are the heroic, the mechanistic, the animalistic, and the irrational. Readings for the seminar will be drawn from classical and modern literature, philosophy, religion, and history as well as psychology and other social and biological sciences.

544 Building Chicago

Chicago's story can be traced by examining the unique relationship between its people and the city they built. In 1820, the site contained a fort, a few dwellings, a handful of people, and limited prospects. By 1900, Chicago was the home of the skyscraper and headquarters for many of the nation's largest businesses, with a population close to 2 million at the vital center of the continent. At the end of the twentieth century, the Chicagoland area covers nearly 10,000 square miles, with a population close to 8 million and commercial interests that reach around the globe. By "reconstructing" Chicago and examining its unique architectural achievements, how the city expanded, and why it looks the way it does, the texture of the city's history and culture is revealed.

Electives

Candidates for the M/LS degree are required normally to take five elective courses. These courses, chosen from the regular Lake Forest curriculum in consultation with the faculty advisor, should represent a number of different disciplines. Electives are selected on the basis of a student's previous academic background and current needs and interests. Only courses at an advanced level will be accepted for graduate credit. Students may, of course, take an introductory-level course to prepare themselves for further work in a particular field, but such a course will not count toward the M/LS degree. In some cases, a student may be asked to do some independent reading in order to prepare for an upper-level course.

In order for an elective course to earn graduate credit, students are required to do additional work beyond that required of undergraduates. The additional or alternative work, an intensification or expansion of the regular work of the course, is to be defined by the instructor according to guidelines established by the M/LS Committee. It is most often an advanced research paper or creative project, or an investigation of subjects beyond the regular syllabus; in either case emphasis should be on the relationship of the material of the course to other fields. Credit toward the M/LS degree will only be given for elective courses in which a student earns a B or higher grade.

Once a student is admitted to candidacy, the M/LS Committee may approve the transfer of graduate courses from an accredited college or university toward meeting the elective requirement. Only those courses in which the student has earned a grade of B or higher and that fit into the liberal arts definition of the M/LS program can be considered for acceptance in transfer. Normally, the Committee will accept in

transfer no more than the equivalent of two Lake Forest College graduate courses.

With the approval of the M/LS Committee, students can substitute an additional M/LS seminar or an independent study project for an elective course. Ordinarily, however, a student must take a minimum of three courses from the regular Lake Forest College curriculum in order to meet the requirements of the M/LS degree. That is, the combination of transfer courses, additional M/LS seminars, and independent study projects that are accepted as substitutes for the five elective courses ordinarily cannot total more than two.

The Master's Project

The master's project is an independent interdisciplinary undertaking. Whether a research study or a creative effort, its purpose is to demonstrate the student's ability to read or to conceptualize, broadly and intelligently, from a number of different disciplines, to integrate this interdisciplinary understanding, and to draw independent conclusions or to create an artistically cohesive work. In contrast to a conventional master's thesis, the emphasis is not so much on original research in primary sources as on the mastery and integration of disparate materials. It is a capstone for the program, demonstrating that the graduate, as an independent and integrative reader and thinker, is indeed prepared to continue a lifetime of intelligent learning.

A sampling of M/LS project titles shows the wide range of possibilities for such interdisciplinary investigation:

Classic Nineteenth-Century British Novels and their Film Adaptations: An Elective Course for High School Students

The Directors' Dilemma: The Leveraged Buyout of Owens-Illinois and Its Effect on Shareholders, Community, Employees

The Oblong Moon: Abstract Painting and the Federal Art Project

The Last Chestnut Tree (fiction)

Chance, Causality, and Common Sense: Attempting to Explain the Unexpected (An exploration of perspectives on chance, with illustrative material from sufferers of a chronic disease)

The Fictional Female Detective—American Style: An Investigation of Selected Series Characters and Their Formulas for Success as a Reflection of Changing Roles for Women in the Twentieth Century

The Descent of Inanna: An Analysis of the Psychological and Cultural/Religious Links between an Ancient Sumerian Myth and Contemporary Woman at Midlife

From Reform to Terrorism: The Radicalization of America in the 1960s

The Thought of Pierre Teilhard de Chardin at the Threshold of the Twenty-First Century

Finding Out about Things: Science in the Elementary Schools

Futurism in Italy (1909-1916): Its Widespread Impact

Thomas Dimock, His Times, and His Family: The World of an Early New England Settler

The M/LS project is a single course unit encompassing both preparation for the work and its completion. During work on the project the student will meet regularly with a member of the faculty who serves as project advisor. Following a preparatory phase of the work, the student will submit a formal project proposal including an extended statement of the problem to be examined, an annotated bibliography, and a statement of how the student plans to proceed on the project. Approval of the prospectus by the M/LS Committee is required. At that time the Committee will appoint an examining committee broadly representative of the disciplines that bear on the topic and these faculty members may be consulted by the student as work on the project progresses. At least two of the members of the examining committee will be members of the M/LS program and at least one will be from the faculty at large.

The final project should be completed in two years. If it is not completed in the allotted time, the student will be given a grade of PR. The student may later reregister (and pay tuition) for the project, with the earlier grade of PR removed from the transcript after successful completion of the project. If the final project is not completed within five years after the student's original registration for the project, normally the grade of PR will automatically turn into a grade of NC.

When the project is completed, the members of the examining committee will read the project report and conduct an oral examination of the student. The committee may recommend that the project be accepted or rejected, or that the student do additional work to bring the report to an acceptable level.

Admission

See under Admissions for information regarding admission to the Graduate Program.

Graduate Tuition and Expenses; Grants-in-Aid

Application Fee	$15.00
Tuition per Course (with grants-in-aid of $500 available)	$1,995.00

Teacher Grants: up to 50% of tuition for full-time elementary and high school teachers

Refund Policy

When students withdraw from the M/LS seminar, refunds will be made according to the following schedule (less the $100 nonrefundable deposit):

Seminar Meetings Completed	Refund
1	90%
2	80%
3	70%
4	60%
5	50%
6	40%
7 or more	0%

When students withdraw from elective courses, refunds follow the prorated schedule for regular undergraduate courses. (See Undergraduate Tuition and Expenses.) All undergraduate courses are regarded as beginning on the first day of the term, and the amount refunded diminishes by 10% every week.

All financial policies detailed under Undergraduate Tuition and Expenses apply to the Graduate Program in Liberal Studies.

AFRICAN AMERICAN STUDIES

Associate Professor Mark B. White

Instructor Judy Massey Dozier (Chairperson)

AFRICAN AMERICAN STUDIES MINOR

(No major is currently available.)

This interdisciplinary minor, undertaken in conjunction with a regular major, allows students to study the national and the international aspects of the African American experience. Students must complete five courses and an appropriate interdisciplinary research project that is approved by the advisory committee. In addition to the traditional disciplines of literature, history, and politics, the focus of this project may also include the areas of biology, economics, philosophy, psychology, or sociology. Requirements for the minor in African American Studies include African American Studies 216/English 216; African American Studies 110; an independent research project to be approved by the advisory committee; and three courses listed from among the electives for this program.

110 Introduction to African American Studies
This course provides an overview of African American history and culture. Topics include major events, persons, and issues spanning the period from the African heritage to contemporary times. Students survey the evolution of African American expressive culture in music, literature, film, art, and dance. The course includes lectures, discussions, and video presentations. Meets GEC Cultural Diversity Requirement.)

216 African American Literature I
A study of slave narratives and contemporary revisions. Includes works by Equiano, Douglass, Delaney, Jacobs, Morrison, Johnson, and Williams. (Cross-listed as English 216. Meets GEC Cultural Diversity Requirement.)

280 African American Communication
This course aims to discover and to explore what is distinctive about the artistic and strategic communication practices of African Americans. Students examine various modes of discourse including public address, sermons, song, literature, and film within the contexts of African American culture and history. The course includes lectures, discussions, and video presentations. (Cross-listed as Communications 280. Meets GEC Cultural Diversity Requirement.)

English 217
(African American Literature II)

English 218
(Blues Women in African American Literature)

English 325
(Black Literature of the 1960s)

English 351
(Junior Colloquium: Gender and Literature)

French 401
(Special Studies: The Role of Women in African Literature of French Expression)

History 205
(Sub-Saharan Africa)

History 250
(The American Civil War)

History 255
(African American Autobiography)

History 256
(Race and Racism in America)

History 361
(Advanced Topics in African American History)

Music 110
(Jazz Ensemble)

Music 219
(African American Music)

Music 227
(History of Jazz)

Politics 212
(Politics of the Third World)

Politics 214
(The Politics of South Africa)

Politics 217
(African Politics)

Politics 223
(Urban and Suburban Politics)

Politics 318
(Topics in Comparative Politics: Women in the Third World)

Politics 328
(Topics in American Politics: Race)

Psychology 205
(Stereotypes, Prejudice, and Discrimination)

Sociology and Anthropology 261
(Cultural Anthropology)

AMERICAN STUDIES

Associate Professor Benjamin Goluboff (Chairperson)

Assistant Professor Siobhan Moroney

Lecturer Bernice E. Gallagher

Instructor Judy Massey Dozier

AMERICAN STUDIES MAJOR

American Studies, the oldest interdisciplinary major in American higher education, examines the relations among institutions, ideas, and the artistic imagination within the American experience. The student acquires a command of the history, literature, and political institutions of the United States and chooses, according to his or her interest, additional studies among the allied fields of art, music, philosophy, religion, sociology, and economics. The aim of the program is not merely for the student to collect course offerings related to the United States from various departments, but to be able to synthesize the American experience. Twelve courses are required for the major; seven of them consist of the following:

A course from the 200-level series in American Studies (e.g., the 1890s, the 1930s, the 1960s, Nature in American Life, Mark Twain and His Era, The Jewish Experience in America, Regions of America).

One course in American politics.

Two courses in American history; one must be at the 300 level.

One course in American literature.

One course in American art or music.

American Studies 480 (the senior seminar).

The remaining five courses are selected by the student with the approval of the advisor from those courses taught at the College that have an American emphasis, including independent studies and a senior thesis where appropriate.

AMERICAN STUDIES MINOR

The minor in American Studies consists of the following seven-course sequence:

One course from the 200-level American Studies series.

Two courses in American history; one must be at the 300 level.

Two courses in American literature.

Two courses selected from any further courses of American content at the College, at the 200 level or above. These may include courses in American Studies, art, economics, English, history, music, philosophy, politics, religion, or sociology and anthropology, or independent study in American Studies.

221 Race and Racism in America

This course will examine race and racism as subjects of controversy in American history from the interdisciplinary perspective of American Studies. How did the experience of slavery shape American attitudes toward race? What was the legacy of slavery in the post-emancipation years? How has our political and judicial system dealt with race and racism? (Cross-listed as History 256.)

222 Realism and Modernism

This interdisciplinary course will explore the traditions of realism and modernism in American literary and visual arts between 1865 and 1939. We will examine, in their historical and cultural contexts, representations of American life in fiction, poetry, painting, photography, popular prints, and architecture. Methods of literary analysis and art history will encourage students to think critically about the various capacities of rexts, images, and the built environment to give focus to changing perceptions of modernity in America.

480 America in the 1960s

This senior seminar is an examination of a critical period in American history from the multidisciplinary approach of American Studies using such diverse materials as novels, poetry, biographies, art, music, and descriptions of social, political, and economic conditions. The principal topics covered will be the Civil Rights Movement, the Vietnam War, the counter-culture, and the War on Poverty.

AREA STUDIES

Associate Professor Carol Gayle (Chairperson)

Assistant Professor Paul S. Orogun

AREA STUDIES MAJOR

The Area Studies major offers the opportunity for close study of a region or country outside the United States—for example, Africa, Central Europe, Latin America, the Middle East, or Russia and the countries of the former Soviet Union. The interdisciplinary approach allows the student to achieve a rich understanding of a society by study of its history, politics, economy, and culture. Students are attracted to the major by intellectual curiosity about other nations as well as by vocational interests such as careers in the foreign service, overseas business, international organizations, teaching, and governmental or paragovernmental agencies concerned with ecology, health, population, or foreign trade.

Because of the wide range of possible concentrations within the major, each student works out an individual study plan. The study plan must include examination of the following aspects of the chosen area: history, social structure, economy, political system, and culture. Where instruction in the language appropriate to the area is offered on campus, proficiency in that language is required. Each major is required either to write a senior thesis or to complete an approved program of study abroad in the region of specialization. All concentrations within the major reqnire a minimum of ten course credits, and some require more. Some of these credits may be independent study (tutorials and research projects, including the senior thesis) or may be language courses at the intermediate level or above (beginning with third-semester college-level courses). Study-abroad opportunities include Lake Forest College foreign programs and programs of the Associated Colleges of the Midwest. Students are encouraged to consult with members of the Area Studies Committee regarding appropriate study plans, courses, and foreign programs.

Examples of possible Area Studies concentrations:

African Studies
Combines courses in politics, economics, history, literature, sociology and anthropology, and religion.

European Studies
Combines work in a language (e.g., French, German, Spanish) with courses in history, politics, literature, art, economics, or philosophy.

Middle Eastern Studies
Combines courses in politics, economics, and religion with history and sociology and anthropology.

Russian and East European Studies
Combines courses in history, politics, economics, and literature.

AREA STUDIES MINOR

An Area Smdies minor requires the same courses for the major listed above, minus the thesis and foreign language requirements. This means eight courses on the history, social structure, economy, political system, and culture of the chosen area of study, such as Africa, the Middle East, or Western Europe. These eight courses, as in the case of the major, may be taken as tutorials or foreign programs of study abroad. The courses are to be chosen in consultation with members of the Area Studies Committee.

ART

Associate Professor Ann M. Roberts (Chairperson)
Ancient Medieval and Renaissance Art History.

Associate Professor Christopher Reed
Nineteenth- and Twentieth-Century Art History.

Assistant Professor Karen Lebergott
Painting, Drawing. Elements of Design.

Lecturer Mary Lawton
Asian Art.

Lecturer Arthur Lazar
Photography.

Lecturer R. Steven Sennott
American Art and Architecture.

The Art Department offers a wide range of courses in the creation and examination of what is known as "visual culture," including not only the traditional categories of painting and sculpture but also the wide range of visual artifacts left to us by the past and the equally wide forms of expression characteristic of the art world today.

Because the visual has been and remains such a central realm of human communication and self-expression, the study of art is an important component of the liberal arts education. Whether in the making of art or in the interpretation of the visual arts, the study of art has much in common with other humanistic disciplines. Art history is, at its core, a branch of history and shares the concerns and methodologies of that discipline, yet it also shares many of the concerns of literary studies in that it often focuses on the self-consciously creative manipulation of themes, symbols, and narrative. Studio art finds its closest parallels in writing courses, for both aim to develop students' creative faculties in relation to the history of the discipline. At the same time, the physical, material qualities of art bring its study and creation close to the procedures in the physical sciences, where knowledge is formed through experimentation with physical materials. This experimental quality in the making and study of art links it to the study of philosophy; indeed, art can be seen as the application of the theories of aesthetics that are the concern of many philosophers. Recognizing the fundamentally interdisciplinary nature of the study of art, the Art Department welcomes students from across the College to its courses and encourages its own students in interdisciplinary study.

ART MAJOR

Students may major in the department in one of two ways. They may major in art history by taking courses in that area with a minimum of two required courses in studio art, or they may choose to major in studio art, which equally entails the study of art history. The two possible tracks are designated art history and studio art.

Freshmen considering a major in art should sign up for either Art 110 or Art 130, as these are both entry-level courses required of all art majors. Art 130 is a prerequisite for most other studio art courses in the department, except for Art 131 and Art 132. Art history courses numbering 110 and 200 to 224 have no prerequisites; however, majors in the department are advised to take Art 110 early in their programs, as this course improves their skills for later courses.

Art History Track

A minimum of nine credits is required. Art 110 is the first course that students choosing the art history track should take. This course provides a general framework for study of the discipline of art history. It is required for majors. To gain exposure to the processes of visual thinking, students in the art history track must take at least two studio art courses, of which either Art 130 or Art 131 are the usual choices.

Courses numbered in the 200 range are period surveys, which do not carry prerequisites. These courses cover major periods of Western art history and also offer introductory coverage of non-Western cultures. Art history majors must pass at least three courses from this group.

Courses in the 300 range are more intensive studies of individual problems or topics; students are required to take at least one course at this level.

Art history majors planning to go on to graduate study are advised to acquire a reading knowledge of at least one foreign langnage, preferably French or German.

To satisfy the senior studies requirement, art history majors may choose either to take a senior seminar or to prepare a senior thesis.

Studio Art Track

A minimum of tine credits is reqnired. Art 130 is the recommended first course for stndents choosing the studio art track; it is a reqnirement for studio art majors. Studio art majors also take Art 131 and four more studio art courses. Stndio majors must also take Art 110 and two other art history courses, of which one must be Art 218 or Art 360.

To satisfy the senior studies requirement, studio majors will normally take the senior seminar in studio art. Exceptional students may be permitted to undertake a senior project in art.

ART MINOR

As with the major, the Art Department offers a minor in two tracks. The minor requires six courses. The art history minor requires Art 110, 130, one more studio art course, and three other art history courses; the studio minor requires Art 130, Art 110, one additional art history course, and three more studio art courses.

110 Introduction to the Visual Arts

This course introduces students to the subjects of art history and the questions and methods used in the discipline; the course considers basic issues, such as how one sees and interprets a work of art, but also explores how art is defined and how it works in culture. A principal aim of the course is to give students the opportunity to analyze and write about works of art. This is the recommended first course in art history and is reqnired of majors.

112 Introduction to Visual Communication

This course will examine forms of visual communication outside the traditional fine arts of painting and scnlpture. It will concentrate primarily on the history and theory of graphic design, advertising, and propaganda, with consideration of both static and moving images. No prerequisites.

130 Studio Art: Elements of Design

Introduction to basic design problems in various two- and three-dimensional techniques and media. A prerequisite for most other courses in studio arr.

131 Studio Art: Drawing

Principles and practice of drawing.

132 Studio Art: Creative Photography

An introductory course in the techniques and aesthetics of photography, dealing with the fundamentals of camera and darkroom procedures and study of the expressive possibilities of the medium.

150 The Bloomsbury Group: A Study in Intellectual Community

This course focuses on the important early twentieth-century community of British intellectuals known as the Bloomsbury group. Composed of novelists (Virginia Woolf and E. M. Forster), painters (Duncan Grant and Vanessa Bell), art critics (Roger Fry and Clive Bell), an economist (J. M. Keynes), a political activist and commentator (Leonard Woolf), and a historian (Lytton Strachey), Bloomsbury offers an excellent introduction to the range and interconnection of the liberal arts. The course looks at how, through all of its activities, Bloomsbury sought to create new and specifically "modern" forms appropriate for the twentieth century. Students also consider reasons for the often intense controversies over the group today. (Cross-listed as Freshman Studies 150.)

151 Ideals of the American Home and Suburb

The concept of home and shelter in American culture suggests powerful and sometimes contradictory beliefs about family, work, recreation, nature, and community. In particular, the single-family, suburban house has represented an influential part of the American dream. This course traces how the American suburb changed in shape and meaning from the enclosed countrylike retreats and elegant neighborhoods of nineteenth-century small towns to the sprawling, uniform, and borderless place of twentieth-century America's "edge cities." Through texts, individual and collaborative projects, critical essays, field trips, and a travel journal, students explore the mythology of the American home and suburb.

202 Greece in the Bronze Age
See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Cross-listed as GKCV 202 and Sociology and Anthropology 202. Meets GEC Cultural Diversity Requirement.)

203 Greece in the Classical-Roman Ages
See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Cross-listed as GKCV 203 and Sociology and Anthropology 203. Meets GEC Cultural Diversity Requirement.)

204 Greece in the Byzantine-Medieval Ages
See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Cross-listed as GKCV 204 and Sociology and Anthropology 204. Meets GEC Cultural Diversity Requirement.)

205 Japanese Art and Culture
The course focuses on the history of Japanese art from neolithic to modern times, with emphasis on the art forms of the major periods and their relationship to social and political developments. (Meets GEC Cultural Diversity Requirement.)

Art 206 Chinese Art and Culture
This course examines the history of Chinese art from the Bronze Age to the present. (Meets GEC Cultural Diversity Requirement.)

210 Ancient Art
Painting, sculpture, and architecture of ancient civilizations of Egypt, Mesopotamia, Greece, and Rome.

211 Medieval Art and Architecture
A survey of European art from the era of Constantine (ca. 400) through the Gothic period, about 1300.

212 Italian Renaissance Art
An introduction to Italian art from the late Gothic period until the Reformation, ca. 1300 to 1600.

215 European Art, 1600-1750
An introduction to European art during the seventeenth and eighteenth centuries.

217 Nineteenth-Century Art
Introduction to art and architecture in Europe and America from the neoclassicism associated with the French and American revolutions to the Impressionist and Post-Impressionist avant-gardes. Course readings emphasize the relationship of art to other social movements. Students tie classroom study to the collections of area museums.

218 Twentieth-Century Art
Introduction to European and American art from Post-Impressionism to Postmodernism. Course readings reveal competing constructions of this history that is still in the making. Students tie classroom study to the collections of area museums.

219 American Art
The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from the colonial period to the present.

220 History of Architecture
Evolution of architectural style and thought from antiquity to the present.

223 Northern Renaissance Art
Arts of the Netherlands, France, Germany, and Spain from ca. 1350 to ca. 1550.

224 The History of Prints
The graphic arts of the Western tradition, from about 1400 to the twentieth century.

225 History of Architecture in the American Landscape
Using the metropolitan landscape of Chicago, this course seeks to engage students with the design problems and cultural implications of planning, patronage, style, and technology that have characterized American architecture and the profession of architect from the seventeenth century to the present. Prerequisite: Art 110 or permission of the instructor.

226 Colonial Latin American Art
This course will consider the arts of Central and South America from the conquest to independence (ca. 1500-1850) and explore the intersections among art, culture, and power in the specific conditions of Colonial Latin America. (Meets GEC Cultural Diversity Requirement)

230 Studio Art: Painting
Creative work in painted media. Prerequisite: Art 131.

231 Studio Art: Figure Drawing
This course is designed to give advanced students an opportunity to develop their ability to draw and interpret the human form. Working from the model, students will explore a variety of techniques including gesture drawing, studies of volume and mass, and contour and cross-contour drawing. Prerequisite: Art 131 or permission of the instructor.

232 Studio Art: Advanced Photography
Advanced work with camera and darkroom. Prerequisite: Art 132 or permission of the instructor.

233 Studio Art: Sculpture
Creative work in sculpted media. Prerequisite: Art 130.

234 Studio Art: Landscape Painting
An outdoor, landscape/nature course involving the student in the observation of nature, transcribed through perceptual data, and resulting in painting and drawing. Prerequisite: Art 131 or consent of instructor.

235 Mixed Media/Materials and Techniques
This class will focus on the interaction of various media and their application in both two and three dimensions. The class will emphasize a variety of materials and techniques; students will use collage and various other techniques such as monoprinting, transfer techniques, and work with found objects. Emphasis will be on unorthodox methods. Students will work with a variety of materials while developing ideas and exploring visual methods to create formally and conceptually coherent works of art. Critiques and slide lectures will be included. Prerequisite: Art 131.

320 Landscape and Representation
This course explores the many moments in human history when landscape is a subject for representation. Drawing from a wide range of chronological periods and cultures, the course will examine how the natural environment is depicted, for which audiences it is depicted, the artistic strategies by which landscapes are achieved, and the many meanings and associations that accompany the production of landscape imagery. Prerequisite: one art history course or permission of the instructor. (Cross-listed as Environmental Studies 320.)

325 Women, Art, and Society
This course considers the contributions of women artists to the Western tradition of art making and examines the way art in the Western world has used the figure of Woman to carry meaning and express notions of femininity in different periods. Prerequisite: one art history course. (Meets GEC Cultural Diversity Requirement.)

Art 326 Feminist and Gay Identity: Issues and Influences in Modern Art
From the Victorian age to the current day, communities of artists and critics have defined themselves in opposition to the dominant norms of maleness and heterosexuality. This course examines two identities invented by the Victorians—"feminist" and "homosexual"—and traces their development in an influence on the visual arts. Prerequisite: one art history course. (Meets GEC Cultural Diversity Requirement.)

327 Global Architecture and Urbanism of the Twentieth Century
This course examines twentieth century architecture and city building in Asia, South and Central America, Eastern and Western Europe, the Arabian peninsula, Africa, and North America. Through local field trips and virtual communication with international architectural firms, the class will consider the issues at play in creating urban environments around the world. Prerequisite: Art 110 and one other art history course. (Meets GEC Cultural Diversity Requirement.)

330 Studio Art: Painting
Advanced work in painted media. Prerequisite: Art 230.

331 Studio Art: Drawing
Advanced work in the media of drawing. Prerequisite: Art 231.

333 Studio Art: Sculpture
Advanced work in sculptural media. Prerequisite: Art 233.

341 Studio Art: Computer Graphic Design
Introduces the principles and practices of graphic design using the Macintosh platform and industry-standard software. Prerequisite: Art 130 and 131 and computer literacy.

360 Contemporary Art
Focuses on the art of the late twentieth century, from about 1950 until the present day, to trace the development of contemporary artistic movements and expression.

480 Senior Seminar in Art History
In-depth consideration of special issues, fields, or topics with careful attention given to questions of methods of investigation and the reporting of research. One option for senior majors to satisfy senior requirement. For 1999-2000: Means and Methods Art 485.

481 Senior Seminar in Studio Art
The aim of this course is to provide a "capstone" experience for students majoring in studio art. The course allows students to reflect on why one makes art and to develop their own conceptual basis for making art. For 1999-2000, this course will explore art in Chicago and its relationship to current art issues. The course will stress issues that confront the studio artist, including professional practices. Students will divide their time between off-campus visits to Chicago area museums, galleries, and artist's studios and the classroom. Classroom work will focus on readings and discussions of art practices and issues confronting the contemporary artist as well as on making connections between visits to sites in Chicago and the readings. Students will devise artwork that reflects some of these concerns. Prerequisite: senior standing in the major or permission of the instructor.

485 Seminar: Means and Methods of Art Historians
An exploration of some of the principal methods used by art historians in their investigations of the visual arts including historiography, style and connoisseurship, iconography and iconology, social history, and other means of interpretation. Prerequisite: senior standing in the major or permission of the instructor.

490 Internship

492 Senior Project in Studio Art

494 Senior Thesis in Art History

ASIAN STUDIES

Professor Shiwei Chen (Co-chairperson)

Assistant Professor Joseph Yeh (Co-chairperson)

Lecturer Cathy Benton

ASIAN STUDIES MAJOR

The major in Asian Studies offers the student a particularly valuable insight into one of the most dynamic and increasingly important areas of the world. The interested student can find within the major a wide-ranging palette of courses dealing with Asia from a variety of perspectives. The Asian Studies major is an interdisciplinary major centering on the language, history, politics, and culture of Asian nations. The major consists of individually tailored study plans, with a minimum of twelve courses taken from the curriculum in Asian Studies. These twelve include a set of required core courses.

Core Courses
History 200
(Origins of East Asia)

History 201
(Modern East Asia)

Religion 222
(Classics of Asian Thought: Indian and Islamic Traditions)

Philosophy 275/Religion 223
(Asian Thought: China and Japan)

Japanese 210, 212
(Intermediate Japanese, Advanced Intermediate Japanese or intermediate level in another appropriate language)

Electives for the Major
Six courses are to be chosen from the following list of courses approved for an Asian Studies major. At least three electives must be at the 300 level or higher.

Art 205
(Japanese Art and Culture)

Literature in Translation205/Japanese 205
(Modern Japanese Prose in Translation)

Literature in Translation 225
(Introduction to Japanese Folklore)

Economics 470
(Economic Development in the Third World)

History 282
(Modern China)

History 286
(Modern Japan)

History 308
(Urban Society and Culture in Japanese History)

Japanese 220/222
(Conversational Japanese I, II)—or comparable level in another appropriate language

Japanese 310/312
(Advanced Japanese I, II) —or comparable level in another appropriate language

Japanese 320
(Japanese Religion and Culture)

Philosophy 110-4
(Introduction to Philosophy: Asian Thought)

Philosophy 305
(Comparative Philosophy: East and West)

Philosophy 410
(Major Philosophers) —when appropriate subject is offered

Philosophy 420
(Topics in Philosophy) —when appropriate subject is offered

Politics 212
(Politics of the Third World)

Politics 215
(Asian Politics)

Psychology 195
(Cross-Cultural Psychology)

Religion 217
(Religions of Asia)

Religion 276
(Female Religious Images in Asia)

Religion 279
(Hindu Religious Tradition and Narrative)

Religion 278
(Introduction to Buddhism)

Sociology and Anthropology 214
(Introduction to Chinese Culture and Society)

Courses satisfying the twelve-course minimum can be from any discipline. Those currently listed are from the areas of art, language, history, politics, economics, religion, philosophy, and literature including folklore, and literature in translation. With the approval of an Asian Studies advisor, independent study (e.g., tutorials, independent research, and the like) may be counted toward the twelve courses necessary to complete the major.

As proficiency in the language of the target area is considered to be virtually essential for effective study within any given concentration in Asian Studies, study in that language is required. Lake Forest College presently offers a full course of instruction in Japanese, from the beginning through advanced levels. In those areas for which appropriate language instruction is nor offered at the College, every attempt to acquire proficiency in the target language is strongly encouraged. The student might well be able to acquire proficiency through participation in the consortial programs of the ACM that involve study in the area of special interest; other possibilities may be pursued with the advice of members of the commitree. The College recoguizes the great value of programs such as the ACM and related programs for study abroad. ACM currently has programs in Japan, India, and Hong Kong.

ASIAN STUDIES MINOR

The minor requires six courses from the Asian Studies curriculum listed above under the major requirements, including two core courses and one course or independent project at the 300 level or above.

Asian Studies 490: Senior Research Project

Independent research plus regular discussions of that research in meetings of students and faculty. (Students registering for a research project over two semesters would register for regular research project credit in the semester without the colloquium.) Open to senior majors and others with permission of the chair.

Asian Studies 491: Senior Thesis and Colloquium

Senior thesis project plus regular discussions of that research in meetings of students and faculty. (Students writing a thesis over two semesters would register for regular thesis credit in the semester without the colloquium.) Open to senior majors.

BIOLOGY

Professor David W. Towle
Cell Biology. Molecular Biology. Physiology of Marine Animals.

Professor William Moskoff
Ornithology.

Associate Professor Kenneth L. Weik
Botany. Plant Ecology. Electron Microscopy. Marine Biology.

Associate Professor William E. Zamer (Chairperson)
Animal Physiology. Ecological Physiology. Marine Biology.

Assistant Professor Diana K. Darnell
Developmental Biology, Neurobiology, Anatomy.

Assistant Professor Anne E. Houde
Behavioral Ecology and Evolution of Vertebrates.

Assistant Professor Karen E. Kirk
Molecular Genetics. Cell Biology.

Lecturer Ann B. Maine
Biochemistry. Molecular Genetics.

Lecturer Lynn C. Westley
Physiological Ecology of Plants.

Laboratory Supervisor Karen Baker

The Department of Biology offers a broad hackground in the primary areas of modern biology while encouraging in-depth study in specific areas. A foundation of core courses—a freshman biology seminar, organismal biology, ecology and evolurion, and cellular and molecular biology—prepares our majors for advanced courses in these primary areas. Intermediate and advanced course work, including senior thesis research and senior seminars, encourages intensive study in specialized aspects of biology. Each semester the Department of Biology offers an advanced seminar for senior majors on a specialized topic taught through readings in the journal literature. These seminar topics and the faculty who teach them vary each semester, providing both faculty and students a collaborative way of exploring new and rapidly changing areas in modern biology. Department faculty use modern instrumentation and molecular methods in their research, which includes studies of organisms in relation to their environment as well as central questions in cell biology, developmental biology, and evolution. These active research interests influence positively the quality of instruction in our curriculum. The department is thus strong in both laboratory and field components of biology, particularly with respect to marine and freshwater ecosystems. The department offers students a rigorous training in modern biology as an appropriate preparation for postgraduate smdies at medical, dental, and veterinary colleges and for graduate programs in the biological sciences.

Beginning with the core courses, the department faculty encourage independent learning by providing interactive classroom and laboratory experiences in an innovarive curriculum. Student independence in learning is fostered by encouraging careful and critical reading of textbooks and journal articles, followed by discussion, debate, lectures, and analytical problem solving. Laboratory experiences are project-based and involve modern laboratory methods.

Biology majors are invited to become involved in research early in their undergraduate careers, beginning with investigative laboratories in the core courses. Advanced students are encouraged to participate in summer and academic-year research with faculty mentors, which often leads to student coauthorship of articles published in international scientific journals. Summer research opportunities are also available for Richter Apprentice Scholars. Student-faculty research is presently supported by funds from the College and grants from the National Science Foundation, including a Research at Undergraduate Institutions grant, Research Experiences for Undergraduates Supplements, and a prestigious five-year CAREER Award.

In both course work and research, biology majors become familiar with modern methods and instrumentation, including DNA and protein electrophoresis equipment, DNA sequencing and PCR instruments, preparative and ultracentrifuges, computer-controlled UV/visi-

ble and fluorescence spectrophotometers, radiotracer methods and liquid scintilation-counting, transmission and scanning electron microscopes, fluorescence and research-grade light microscopes, and a variety of field equipment, including portable oxygen meters. A unique facility for Midwestern colleges is the department's Aquatic Animal Laboratory, which houses temperature-controlled aquaria and associated equipment for the maintenance of marine and freshwater animals.

More than twenty microcomputers are available to biology students for course- and research-related applications in computer graphics, image analysis, desktop publishing, bibliographic searches, multimedia-assisted learning, Genhank analysis, Internet access, and Web site design. Additional computer support is available through the microcomputer laboratories located in the Johnson Science Center adjacent to the Department of Biology.

Increasingly, the Department of Biology is taking advantage of Chicago-based educational and research opportunities availahle to students. Of particular note is the laboratory component of Evolution (Biology 389), which will focus on ornithological research projects via collaborations with research scientists at the Field Museum of Natural History. Also, a new course in Invertehrate Biology is planned for Fall 2000. The laboratory for the new conrse will center on real-world research projects developed from the interests of marine invertebrate biologists working at the John G. Shedd Aquarium in Chicago.

In addition to the biology major, the department offers courses designed to acquaint non-science majors with the principles of biology as they relate to broader issnes. Nonmajor courses that meet the General Education Curticulum natural science requirement include Biology 103, 104, 105, 107, 108, and 109.

BIOLOGY MAJOR

Students who matriculated to the College prior to Fall 1998 should refer to the 1997-99 *Bulletin* for major requirements. Students who matriculated to the College in 1998 and thereafter should use the following major requirements.

The minimum requirements for a major in biology are eight biology courses, two semesters of general chemistry, one semester of mathematics, and a minimum cumulative grade point average of C in those courses counted toward the major. Details are described below.

Freshman Biology Seminar 110-115. Each seminar meets Freshman Writing Requirements.

Three core courses in biology, to be taken in the following sequence: Biology 210, 220, and 221. (On a case-by-case basis students may take the core courses our of sequence, bur students will need to obtain permission of the department chairperson before they do so. Thus freshmen who have a strong desire to enroll in the Cellular and Molecular Biology core course may do so depending on their abilities and preparation.)

Three 300-level courses in biology from at least two of the following subject areas: Cellular and Molecular Biology, 320, 322, 324, 326, 352; Organismal Biology, 340, 342, 346, 362; Ecology and Evolution, 344, 382, 383, 389. Two of the three courses must include a laboratory component.

A senior studies course. For non-thesis students: either a senior seminar (topics will change each semester) or an advanced research methods course that will be offered occasionally depending on enrollments and demand by students. For students engaged in senior thesis research: one course credir of Biology 492, Independent Research Colloqnium, and one course credit of Biology 494, Senior Thesis.

Two semesters of General Chemistry with laboratory (Chem 110, 111 or 120, 121) to be taken concurtently with a Freshman Biology Seminar (110-115) and the Organismal Biology core course (210) and to be completed by the end of the sophomore year.

One course in mathematics; either Mathematics 110 or 150 is required and must be completed by the end of the sophomore year.

In courses to be counted toward the major (biology, chemistry, and mathematics), students must maintain a minimum cumulative grade average of C.

Biology majors who anticipate applying for admission to medical or graduate schools should consider scheduling additional courses in calculus or statistics, organic chemistry, and physics.

Concentrations within the Major

Students interested in a concentration in Cellular and Molecular Biology are encouraged to select the following courses in addition to the biology core: Biol 320, 322, or 324; 340, 342, or 352, plus an appropriate 400-level senior seminar, an advanced research methods course, or a senior thesis research topic. In addition Biology 326, Organic Chemistry (Chem 220, 221), and Biochemistry (Chem 300) are highly recommended.

Students interested in a concentration in Ecology and Evolntion should select from the following courses: 340 or 362, 382 or 383, 344, 389, plus an appropriate 400-level senior seminar, an advanced research methods course, or a senior thesis research topic. Credit may also be earned toward the major by participating in the ACM field biology programs in Costa Rica and northern Minnesota described elsewhere in this bulletin.

Students interested in a concentration in Marine Biology should select from the following courses: at least one of 320, 322, 324, 326, or 352; 340 or 362, 342 or 344, 382, plus an appropriate 400-level senior seminar, an advanced research methods course, or a senior thesis research topic. Credit may also be earned toward the major by participating in sunimer programs of study in marine biology as approved by the Department of Biology. Note: a new course in Invertebrate Biology, emphasizing the study of marine invertebrates and including a projects-based laboratory in collaboration with the Shedd Aquarium in Chicago, is planned for Fall 2000.

MINOR

The biology minor consists of the following requirements: Freshman Biology Seminar (110-115), 210, 220, 221, and two 300-level biology courses; or 210, 220, 221, and three 300-level Biology courses.

Note that Chemistry 110 and 111 are corequisites for the Freshman Biology Seminars (110-115) and the Organismal Biology core course (210).

103 Field Ornithology

An introduction to the study of birds through classroom study and fieldwork. Examines migration, food habits, behavior, breeding, and vocalizations. Identification studied through census of campus birds and field trips. Three class hours per week; several weekend field trips. (Not applicable toward the major or minor. Cross-listed as Freshman Studies 123.)

104 Human Genetics

An introduction to the inheritance of human characteristics. The nature of the gene, structure and function of chromosomes, developmental genetics, and the relationship between genes and human disease. Three class hours per week. (Not applicable toward the major or minor.)

105 Public Health

Food poisoning outbreaks, strains of antibiotic-resistant bacteria, and the rise of infectious diseases including AIDS and TB have brought new awareness and the realization that public health is not just a concern for Third World countries. These and other topics including environmental factors that influence health, vaccine schedules, and how antibiotics work will be covered. Lectures, discussion, and student group projects. Three hours a week. No prerequisites. (Not applicable toward major or minor.)

106 Applied Ecology

An examination of the biological aspects of air and water pollution, acid rain, endocrine disrupters, ecotoxicology, exotic species introductions, biodiversity, and global warming. Emphasis will be placed on studying these topics from the perspective of different biological scales ranging from the cellular to the ecosystem levels. Lectures, discussions, and student presentations. Three class hours per week. No prerequisites. (Not applicable toward the major or minor.)

108 Environmental Worldviews

This course will cover a range of topics in environmental biology including, but not limited to, global climate change, endangered species, ozone depletion, population biology, and acid rain. These topics will be explored through a wide range of readings including selected texts, popular and journal articles, and new items. The course will include independent student research projects, interviews, videos, an electronic, online journal developed by students, and guest speakers. Class will consist of discussions, debates, and mini-lectures; some field trips are possihle. Intended for non-science majors. Two 80-minute periods per week. No prerequisites. (Not applicahle toward the biology major.)

109 Global Issues in Biology
The course examines the biological aspects of topics such as air and water pollution, acid rain, nuclear energy, global warming, over-population, endangered species, biodiversity, and deforestation. Three class hours per week. (Not applicable toward the major or minor.)

110 Freshman Biology Seminar: Cloning
An evaluation and study of recent advances in animal cloning, focusing on issues of genetic diversity, evolutionary fitness, cloning ethics, and science and the media. A possible hands-on exercise in cloning plants is planned as an avenue to emphasize the scientific method. Emphasis will be placed on study skills, information retrieval and use of technology, oral and written communication, scientific method, introduction to primary research literature, and critical thinking. A seminar meeting of three to four hours per week is required. Satisfies major requirement for Freshman Biology Seminar. Chemistry 110 is a corequisite.

111 Freshman Biology Seminar: Biology of Sex and Gender
An examination of the biology of sex and gender, including topics such as the evolution of sex, sex determination and differentiation, parthenogenesis, sex ratios, sex change, sexual selection, and mate choice. Emphasis will be placed on study skills, information retrieval and use of technology, oral and written communication, scientific method, introduction to primary research lirerature, and critical thinking. A seminar meeting of three to four hours per week is required. Satisfies major requirement for Freshman Biology Seminar. Chemistry 110 is a corequisite.

112 Freshman Biology Seminar: Origin and Nature of Life on Earth
Topics will include theoretical origins of the universe, Milky Way Galaxy, and the solar system; pre-life conditions on early Earth; evidence for the spontaneous origin of life versus evidence for life being "seeded" to Earth from elsewhere in the cosmos; and the search for extraterrestrial life. Emphasis will be placed on study skills, information retrieval and use of technology, oral and written communication, scientific method, introduction to primary research literature, and critical thinking. A seminar meeting of three to four hours per week is required. Satisfies major requirement for Freshman Biology Seminar. Chemistry 110 is a corequisite.

113 Freshman Biology Seminar: Life on the Edge
Life in extreme environments, with topics to include human adaptations to high altitude, complex life forms populating thermal vents in the deep sea, extreme cold, high temperature, and rapidly changing environments such as the intertidal zone. Field trips to appropriate Chicago destinations such as the Shedd Aquarium and the Field Museum are planned. Emphasis will be placed on study skills, information retrieval and use of technology, oral and written communication, scientific method, introduction to primary research literature, and critical thinking. A seminar meeting of three to four hours per week is required. Satisfies major requirement for Freshman Biology Seminar. Chemistry 110 is a corequisite.

114 Freshman Biology Seminar: Disease around the Globe
Exploration of the distribution, consequence, and cellular mechanism of disease around the world. Specific topics will be chosen by the students but might include sickle cell disease in Africa, cholera in South America, heart disease in North America, malaria in Asia, or Tay-Sachs in Eastern Europe. Emphasis will be placed on study skills, information retrieval and use of technology, oral and written communication, scientific method, introduction to primary research literature, and critical thinking. A seminar meeting of three to four hours per week is required. Satisfies major requirement for Freshman Biology Seminar. Chemistry 110 is a corequisite. (Cross-listed as Freshman Studies 114.)

115 Freshman Biology Seminar: Coral Reefs
General topics will include the basic zoology of corals (e.g., body plans, reproductive modes, and algal symbiosis), current issues in coral reef biology, such as coral bleaching and production of UV protective compounds, and coral reefs as complex ecosystems, to include interactions among reef inhabitants. A field trip to the Shedd Aquarium is planned. Emphasis will be placed on study skills, information retrieval and use of technology, oral and written communication, scientific method, introduction to primary research literature, and critical thinking. A seminar meeting of three to four hours per week is required. Satisfies major requirement for Freshman Biology Seminar. Chemistry 110 is a corequisite. (Cross-listed as Freshman Studies 115.)

210 Biology Core: Organismal Biology
This course will address the organization and function of multicellular organisms. Although focused primarily on plants and animals, other kinds of organisms will be discussed. Regulation, homeostasis, and integration of function; nutrient acquisition, processing, and assimilation; photosynthesis; gas exchange; reproductive patterns, and development are all topics that may be included in this course. Readings from an introductory text and the secondary and primary scientific literature will be required. Students will schedule a total of seven hours each week for this course, although they will meet formally with the instructor for four of those hours. Some weeks will involve a four-hour period to perform project-based laboratory work. In other weeks students may meet for four 50-minute sessions with their instructor to engage in group work, discussions, seminars, problem-solving sessions, and lectures. Chemistry 110 is a prerequisite; Chemistry 111 is a corequisite.

220 Biology Core: Ecology and Evolution
The roles of ecological and evolutionary processes in shaping life's diversity are examined. Specific topics may include adaptive evolution, origins of species, reconstruction of evolutionary history, population dynamics and extinction, species interactions, community processes, ecosystem functioning, and conservation. Lab will include a combination of field research projects and field and laboratory activities. Students will schedule a toral of seven hours each week for this course, although they will meet formally with the instructor for four of those hours. Some weeks will involve a four-hour period to perform project-based laboratory work. In other weeks students may meet for four 50-minute sessions with their instructor to engage in group work, discussions, seminars, problem solving sessions, and lectures. Prerequisites: Biology 210, Chemistry 111.

221 Biology Core: Cellular and Molecular Biology
This course will examine cells as the fundamental units of life. Topics will include the structure and function of the cell and its molecular constituents; energy relationships at the cellular level; and an introduction to the nature and organization of the genetic material. Students will schedule a total of seven hours each week for this course, although they will meet formally with the instructor for four of those hours. Some weeks will involve a four-hour period to perform project-based laboratory work. In other weeks students may meet for four 50-minute sessions with their instructor to engage in group work, discussions, seminars, problem-solving sessions, and lectures. Prerequisite: Biology 220.

320 Microbiology and Immunology
This course will focus on the biology of single-celled organisms, with emphasis on bacteria and infectious disease. Topics include antibiotic mechanisms and resistance, bacterial gene swapping, epidemiology, host-microbe interactions, and the immune response. Several weeks are devoted to student presentations of primary literature. Laboratory includes several weeks of independent study to isolate, research, and identify three bacterial species. Three lecture hours and four laboratory hours per week. Prerequisites: Biology 210, 221, Chemistry 111.

322 Molecular Biology
The structure and function of nucleic acids and proteins in prokaryotic and eukaryotic cells: DNA replication, transcription, translation, and regulation. Laboratories will apply current molecular techniques ro an open-ended research problem. Three lecture hours and four laboratory hours per week. Prerequisites: Biology 221, Chemistry 111.

324 Advanced Cell Biology
The structure and function of the cell and its organelles, with emphasis on membrane-related processes including transport, energetics, cell-to-cell signaling, and nerve and muscle cell function. Research reports will include extensive library and Internet exploration and analysis. Three lecture hours per week. Prerequisites: Biology 210, 221, Chemistry 111.

326 Biological Microscopy
An introduction to techniques of light and electron microscopy and their use in studying biological samples. Three lecture hours and four laboratory hours per week. Prerequisites: Biology 210, 221, Chemistry 111.

340 Animal Physiology
The function of cells and organs in vertebrates and invertebrates, with particular emphasis on integration and response to environmental stimuli. Topics include gas exchange and circulatory systems, sensory physiology, thermal adaptation, and anaerobic metabolism during

exercise. Three lecture hours and four laboratory hours per week. Prerequisites: Biology 210, 221, Chemistry 111.

342 Developmental Biology
The processes of embryological development in a variety of organisms, stressing common themes as well as species-specific features. Genetic regulation, pattern formation, morphological movements, and the interaction with environmental factors are some of the topics to be considered. Three lecture hours and four laboratory hours per week. Prerequisites: Biology 210, 221.

344 Animal Behavior
A study of current ideas about the biological basis and evolution of animal behavior. Topics will include molecular, hormonal, and genetic bases of behavior; adaptive behavior patterns; mating systems and reproductive behavior; and evolution of altruism and helping behavior. Three lecture hours and four laboratory hours per week. Prerequisites: Biology 210, 220.

346 Biology of the Mind
Neurobiology associated with brain function (perception and cognition), mental illness, and brain injury. A problem-based learning approach to understanding the biological (anatomical, cellular, genetic, molecular, and physiological) aspects of neurological case studies and extrapolation to an understanding of normal brain function. Group reading and discussion coupled with independent research and presentations. Three hours per week. Prerequisites: Biology 221 or permission of the instructor.

352 Genetics
The fundamentals of heredity and molecular genetics. DNA structure and function, principles of gene segregation, genetic engineering and gene therapy, developmental regulation of gene expression, and population genetics. Three lecture hours and four laboratory hours per week. Prerequisites: Biology 221, Chemistry 111.

362 Biology of Green Plants
A survey of the anatomy, morphology, physiology, reproduction, evolution, distribution, and economic uses of green plants. Three lecture hours and four laboratory hours per week. Prerequisites: Biology 210, 221, Chemistry 111. Offered every three years.

382 Marine Biology
The biology and ecology of marine organisms including physical oceanography. In alternate years, this course includes a two-week off-campus field component at the Bahamas Field Station in San Salvador, Bahamas, requiring an application and additional program fee. Three lecture hours and four laboratory hours per week. Prerequisites: Biology 210, 220.

383 Freshwater Ecology
The study of aquatic ecosystems with emphasis on relationships between the physical and biological characteristics of freshwater lakes, ponds, streams, bogs, marshes, and associated wetlands. Laboratory exercises will emphasize field study of aquatic environments in northeastern Illinois. Three lecture hours and four laboratory hours per week. Prerequisites: Biology 210, 220, Chemistry 111.

389 Evolution
This course will focus on the mechanisms of evolutionary change, ranging from short-term microevolutionary processes within populations to macroevolutionary patterns over geological time. Course will include lectures, discussions, student presentations, work with computer simulations and data sets, field trips, and independent projects. Three classroom hours and four laboratory hours per week. Prerequisites: Biology 210, 220, 221.

482 Senior Seminar: Sex and Evolution
An application of evolutionary principles to understanding phenomena related to sexual reproduction. This seminar will emphasize theory and empirical tests of theory reported in the primary literature in genetics, evolution, and behavior. We will consider the genetic and evolutionary consequences of sexual reproduction, the evolutionary origins and advantages of sex, models for the evolution of sex ratios, sex change and sexual dimorphism, sexual selection and mate choice, the evolution of mating systems and mating tactics, and evolutionary conflicts of interest between males and females (the "battle of the sexes"). Classes will involve discussions, student presentations, and short lectures. Open to senior biology majors or by permission of the instructor. Two 80-minute meetings per week.

483 Senior Seminar: Exotic Species in the Great Lakes Ecosystem
The course will focus on non- indigenous species (plants, vertebrates, and invertebrates) that have been introduced into the Great Lakes ecosystem (land and water) and the ecological consequences of these introductions. Some of the introductions occurred in the 1800s and others more recently. Some of the introductions have been associated with commerce on the lakes. How have these species affected the native species and ecosystem of the Great Lakes? Should eradication programs be initiated to eliminate the non-indigenous species? How can future introductions be prevented? Three hours per week; lectures, discussions, and student presentations based on primary journal literature. Prerequisite: seuior standing as a major in either biology or environmental studies and Biology 251. Fulfills Senior Studies Requirement for biology majors wbo are not engaged in senior thesis research.

484 Senior Seminar: Restoration Ecology—Returning Nature to the Land
Illinois is the Prairie State, yet less than 1% of the once vast prairies that spread across the state survives today. Conservation organizations are engaged in preserving prairie remnants and restoring native prairie communities. This seminar investigates such restoration efforts in northeastern Illinois, including a consideration of the issues associated with preserving open space. In addition to class discussion and student presentations, the seminar will make use of field trips and special topics presented by guest speakers. Open to senior biology and environmental studies majors or by permission of the instructor. One three-hour meeting per week. Fulfills Senior Studies Requirement.

486 Senior Seminar: Pattern Formation
Pattern formation is the reproducible creation of a complex form (e.g., a hand) or color pattern (e.g., butterfly wing spots) from a less complex starting point. This seminar will investigate current models and mechanisms of pattern formation. In addition to discussions of selected readings, independent student researcb presentations will be featured. Open to senior biology majors or by permission of the instructor. Fulfills Senior Studies Requirement. Two 80-minutes meetings per week.

490 Internship
Off-campus research experience supervised by a departmental faculty member. Consult the department chairperson for further information. (Not applicable toward the major or minor.)

492 Independent Research Colloquium
This course fulfills a portion of the SeniorSstudies Requirement for students engaged in senior thesis research. The focus of the course will be development of student public speaking abilities through organization of seminars, focusing a seminar to a given audience, and effective use of visual aids. Depending on the status of their research projects, students will present a number of seminars during the semester. Attendance at department seminars and writren critiques of them are required. Prerequisite: Biology senior thesis research in progress, or have junior standing as a biology major and showing evidence of formal planning to undertake senior thesis research.

493 Independent Study
Research in collaboration with a departmental faculty member. Consult with any member of the department for further information. (Not applicable toward the major or minor.)

494 Senior Thesis
Research guided by a departmenral faculty member culminating in a senior thesis, fulfilling the College's Senior Studies Requirement. Consult any member of the department for further information.

CHEMISTRY

Professor William B. Martin (Chairperson)
Organic Chemistry. Synthesis. Biochemistry. Enzyme Inhibition.

Associate Professor Laura J. Kateley
Organic Chemistry. Synthesis. Chromatographic and Spectroscopic Applications.

Assistant Professor Jason Cody
Inorganic Chemistry. Solid State Chemistry.

Assistant Professor Brian Frey
Analytical Chemistry. Environmental Chemistry.

Assistant Professor Dawn C. Wiser
Physical Chemistry. Computational Chemistry. Organometallic Catalysis

Lecturer Linda M. Dandiliker
Organic Chemistry. Small Molecule Complexes. NMR Spectroscopy.

Lecturer Elizabeth W. Fischer
Natural Science. Organic Chemistry. Biochemistry.

The Department of Chemistry offers students a curriculum designed to develop both depth and breadth in understanding the central principles and theories in the major areas of modern chemistry.

Chemistry majors are provided with a foundation in inorganic, organic, analytical, and physical chemistry. A biochemistry concentration is offered with upper-level course work and research experiences available. An essential feature of chemistry conrse work is the laboratory experience. The laboratory sections are small and emphasize individual work, problem solving, and hands-on use of modern instrumentation.

Students majoring in areas outside the sciences may take any of the courses for which they have the necessary prerequisites. There are some courses especially intended for non-science majors that require no previous chemistry and are desirable for students in the humanities and social sciences.

The department facilities include five laboratories for teaching and research training as well as three laboratories devoted to instrumentation and seven laboratories for student-faculty research. Chemical books and periodicals are in the Freeman Science Library in the same building with the teaching and research laboratories to facilitate an integrated approach to library and laboratory research. Instrumentation includes Fourier transform infrared spectrophotometers, nuclear magnetic resonance spectrometers (a multinuclear 400 MHz and a proton FT-NMR 60 MHz), a GC mass spectrometer, gas chromatographs, high-performance liquid chromatographs, a potentiostat/galvanostat, X-ray crystallographic equipment, lasers, a fluorometer, and visible and ultraviolet spectrophotometer.

Computers are an integral part of the chemistry curriculum and research activities; Macintosh, PC, and Silicon Graphics workstations are used for instrument interfacing, plotting, spreadsheets, color graphics, and molecular modeling. Other types of computers at industrial and university locations are accessed via the Internet.

The department is on the approved list of The American Chemical Society and has an active chapter of Student Affiliates. This student organization sponsors a variety of activities related to science, including a speaker program. Chemistry majors may graduate with American Chemical Society Certification by taking the six core courses described above for the major and a minimum of three other chemistry courses at the 300 level or higher (one of which can be Chemistry 450 or 490). Chemistry students who have participated in research may be nominated by the department for election to Sigma Xi, a national science honorary society with a chapter at the College.

Chemistry majors are prepared to go directly into careers in chemistry. Many pursue graduate studies leading to the M.S. or Ph.D. degree in chemistry or biochemistry. A major in chemistry also provides ideal preparation for medical and dental school as well as other types of science-related professional studies. Students who major in areas other than chemistry but are pursuing interests in medicine or biological sciences with a goal of professional school or graduate study typically take four or more courses in the department. Premedical students are required to take one year of general chemistry and one year of organic chemistry. Students planning graduate studies in chemistry or related fields are encouraged to participate in summer research as well as research during the senior year, culminating in the writing of a senior thesis.

CHEMISTRY MAJOR

The major requires a minimum of eight courses; these include the following six chemistry courses: Chemistry 110 and 111 or 120 and 121, 220 and 221, 320 and 321.

The remaining two courses must be at the 300 level or above and one of these courses must meet the Senior Studies Requirement. The Senior Studies Requirement may be satisfied by Chemistry 410, Instrumental Analysis, or Chemistry 490, Senior Thesis in Chemistry. Under unusual circumstances, the department may approve some other senior studies option.

The chemistry major also requires the following courses:

Mathematics 110 and 111 (Calculus) or Mathematics 115 and 116 (Honors Calculus).

Physics 110 and 111 (Introductory Physics) or Physics 120 and 121 (General Physics).

Biochemistry Concentration

Students interested in the biochemistry concentration would take the following courses:

Chemistry 110 and 111 or 120 and 121.

Chemistry 220 and 221.

Chemistry 300.

Chemistry 320 and 321.

Chemistry 415.

Additional courses required for the biochemistry concentration include:

Mathematics 110 and 111 (Calculus) or Mathematics 115 and 116 (Honors Calculus).

Biology 322 (Molecular Biology).

Physics 110 and 111 (Introductory Physics) or Physics 120 and 121 (General Physics).

CHEMISTRY MINOR

The minor consists of five chemistry courses; these include the following four courses:

Chemistry 110 and 111 or 120 and 121.

Chemistry 220 and 221.

The fifth course must be at the 300 level or higher. Note: All such courses have prereqnisites outside the department's offerings; consult the *Bulletin* for details.

102 Chemistry and the Environment

Explore chemical phenomena in the world around you. Learn about the chemical cycles present throughout nature. Understand the chemistry behind current environmental issues such as air pollution, ozone depletion, global warming, acid rain, and energy sources (fossil fuels, nuclear, renewable). The relevant scientific background will be developed as needed to explain these particular topics. Lectures, discussions, and demonstrations. No laboratory. Not applicable toward the major or uinor.

103 Our Chemical World

This course is a descriptive exauination of modern chemistry that will emphasize aspects important for students in the humanities and social sciences. Among the topics to be examined: the impact of science and technology on society; order and disorder in matter; chemical change; nuclear chemistry; consumer chemistry; acids and bases; and plastics and polymers. Demonstrations and some experiments with group participation. Class meetings total 150 minutes per week. Not applicable toward the major or minor.

108 Shape, Structure, and Matter

Understand and appreciate the submicroscopic world of the molecules of carbon. Explore the nature of plastics and polymers, of nutrients and medicinals, of fuels and other petrochemicals. Investigate ideas of structure and consider how small, simple molecules can be pieced together into larger, more complex natural and synthetic molecules. Not applicable toward the major or minor.

110 General Chemistry I
An introduction to and study of the fundamental concepts and principles of chemistry. Atomic and molecular structure, periodic relationships, chemical bonding, stoichiometry. Properties and theories of gases, liquids, and solids. Laboratory introduces computer graphing and quantitative measurements. Three class meetings, one laboratory per week. (One laboratory section is cross-listed as Freshman Studies 101.)

111 General Chemistry II
Thermodynamics and kinetics; chemical equilibria; acids, bases, and buffers; coordination compounds; descriptive chemistry of metals and nonmetals. Laboratory is both quantitative and descriptive and uses computer applications. Three class meetings, one laboratory per week. Prerequisite: Chemistry 110.

120 Principles of Chemistry
For students with strong high school preparation. Atomic theory, periodic relationships, chemical bonding, solution phenomena, thermodynamics, kinetics, coordination chemistry, and descriptive chemistry of metals and nonmetals. Interested entering students should contact the department to discuss placement in this course. Four formal class meetings per week.

121 Introduction to Laboratory Research
After a few introductory experiments, pairs of students will he given uniquely assigned problems without detailed instructions. These projects allow students to design, carry out, and inrerpret the results of their own experiments. In addition, a few topics will be covered in a lecture/problem-solving format: acids and bases, solubility, electrochemistry, and the chemistry of the atmosphere. Frequent oral and written reports. One four-hour laboratory, two class meetings per week. Prerequisite: Chemistry 120 or permission of the instructor.

220 Organic Chemistry I
Introduction to functional gronps; nomenclature; resonance; inductive and steric effects; stereochemistry; carbouyl chemistry; nature of organic reactions. Laboratory focuses on microscale synthetic techniques, gas chromatography, and infrared and nuclear magnetic resonance spectroscopy. Three class meetings, one laboratory per week. Prerequisite: Chemistry 111 or 121 or permission of the instructor.

221 Organic Chemistry II
Addition, substitution, and elimination reactions; molecular rearrangements; aromaticity; carbohydrates and heterocyclic chemistry. Laboratory focuses on microscale organic synthesis and infrared, GC/MS, and nuclear magnetic resonance spectroscopy. Three class meetings, one laboratory per week. Prerequisite: Chemistry 220 or permission of the instructor.

300 Biochemistry
Introduction to biochemistry at the cellular and chemical level. Emphasis on protein structure and function, enzymes, bioenergetics, intermediary metabolism, carbohydrates, and other biological molecules. Three class meetings, one laboratory per week. Prerequisite: Chemistry 221, Biology 220, or permission of the instructor.

320 Physical Chemistry I
Quantum mechanics and the nature of the chemical bond. Emphasis on understanding energy at an atomic level. Applications of molecular quantum mechanics; spectroscopy. Laboratory focuses on experiments that led to the development of quantum mechanics, molecular modeling, and spectroscopy. Three class meetings, one laboratory per week. Prerequisites: Chemistry 221, Mathematics 111 or 116; prerequisite or corequisite Physics 110 or 120.

321 Physical Chemistry II
Thermodynamics; derivation of state variables; and their application to the prediction of direction and extent of chemical reactions. Equilibria; chemical kinetics; catalysis; reaction rate theory; photochemistry. Laboratory is an independent project-based experience. Three class meetings, one laboratory per week. Prerequisite: Chemistry 320.

340 Inorganic Chemistry
Structure and reactivity of all of the elements; structure/physical property relationships of molecules and solids. Molecular honding theories, molecular symmetry and group theory, solid-state materials, transition-metal complexes, catalysts, and organometallic and hiomorganic molecules. Laboratory work involves synthesis, characterization, spectroscopy, X-ray diffraction, and inert-atmosphere rechniques. Three class meetings, one laborarory per week. Prerequisite or corequisite: Chemistry 321.

410 Instrumental Analysis
Theory and techniques of instrumentation used in modern chemical analysis. Optical spectroscopy (UV-Vis, fluorescence, FT-IR, Raman), NMR, mass spectrometry, basic electronics, electroanalytical chemistry, and modern separation techniques (GC, HPLC, and electrophoresis). Laboratory experiments will include most modern instrumental methods and culminate in an independent project. Three class meetings, one laboratory per week. Satisfies the Senior Studies Reqnirement. Prerequisite (or corequisite, with permission of the instructor): Chemistry 320.

415 Topics in Biochemistry
Application of chemistry to biological molecules. Topics selected from the following: X-ray crystallography; NMR spectroscopy; molecular modeling; computational methods in biochemical systems; protein-DNA interactions; photobiophysics; enzyme catalysis and mechanism; and DNA chemistry. Four class meetings, no laboratory. Prerequisites: Chemistry 300 and 321 or permission of the instructor.

430 Advanced Organic Chemistry
Extended treatment of familiar topics of organic chemistry. Emphasis on stereochemistry, radical chemistry, and reactions used in modern organic synthesis. Laboratory is oriented toward synthesis, structural analysis, and the use of chromatographic and spectroscopic methods. Three class meetings, one laboratory per week. Prereqnisites: Chemistry 221 and 321.

450 Research in Chemistry
Independent research guided by a faculty advisor. Research areas include organic synthesis; organometallic catalysis; enzyme inhibition; X-ray crystallography; computational chemistry; molecular modeling; solid state chemistry; and spectroscopic studies of air pollution.

490 Senior Thesis in Chemistry
An extensive, in-depth, independent research project with faculty guidance. Includes a formal written dissertation and oral presentation. Satisfies the Senior Studies Requirement.

COMMUNICATIONS PROGRAM

Professor D. L. LeMahieu (Chairperson)

Associate Professor C. Richard Fisher

Associate Professor Janet McCracken

Associate Professor Mark White

Assistant Professor Karen Lebergott

Lecturer Dennis Mae

Communications is one of the oldest pedagogical fields in Western history. Known as rhetoric by the Greeks and Romans, the discipline taught students how to communicate in a public setting. The Program in Communications at Lake Forest College seeks to provide students with a sophisticated understanding of the processes of communications both among individuals and within cultures and societies. Students develop the ability to analyze and master the various forms of communication: oral, written, and visual. They study the role of communication in history and modern society. They prepare themselves for careers in the modern information society.

The major consists of nine required courses. The minor consists of six required courses. No more than two courses from a single outside department may count toward the major or the minor. The list of optional courses on the 200 and 300 levels may change over time. The chairperson of the program will approve all majors and minors.

COMMUNICATIONS MAJOR

Communications 110, 300, 390 (internship: one credit permitted but two credits preferred), and 420 (senior seminar *or* a senior thesis).

One course from the following writing group:
English 230
(Nonfiction Writing)

English 231
(Introduction to Journalism)

English 240
(Creative Writing: Fiction)

English 242
(Creative Writiug: Playwriting and Screenplay Writing. Cross-listed as Theater 242)

One course from the following visual group:
Art 110
(Introduction to the Visual Arts)

Art 112
(Introduction to Visual Communications)

Art 130
(Studio Art: Elements of Design)

Art 131
(Studio Art: Drawing)

Art 132
(Studio Art: Creative Photography)

Theater 210
(Communicating Through Design: From Page to Stage)

One course from the following speech group:
Theater 260
(Fundamentals of Oral Communication)

Communications 235

Communications 245

One course from the following 200-level optional courses:
Art 224
(The History of Prints)

Communications 280

History 240
(History and Film)

History 275
(Popular Music and American Society)

Music 225
(Intro to Electronic Music: MIDI Sequencing)

Music 227
(History of Jazz)

Music 264
(The History of Rock and Roll)

Philosophy 255
(Philosophy and Film)

Philosophy 260
(Aesthetics: Reflections on Art and Beauty)

Politics 224
(Mass Media and American Politics)

Psychology 255
(Social Psychology)

Sociology and Anthropology 285
(Social Structure and Culture through Film)

One course from the following 300-level optional courses:
Art 341
(Studio Art: Computer Graphic Design)

Business 336
(Marketing Theory for Multinational Enterprises)

Communications 350

English 330
(Advanced Nonfiction Writing)

English 340
(Writing Workshop)

French 334/FCIV 334
(Exploring French Literature through Film)

German 333
(Modern German Film)

Japanese 330
(The Japanese Film)

Psychology 325
(Persuasion and Truth in Sales and Communication)

COMMUNICATIONS MINOR

Communications 110 and one course from two of the three groups (writing, visual, speech) listed for the major. One course from the 200-level optional courses listed above. Either Communications 300 *or* one course from the 300-level optional courses listed above. Either Communications 390 *or* 420 *or* an independent study in Communications.

110 Introduction to Communications

An examination of the various processes of human communication. Emphasis on the fundamentals of speech, expository writing, and visual analysis. Other topics include the history of communication and the economics of mass media in the modern world. The course includes lectures, discussions, video presentations, and exercises in cooperative learning.

235 Rhetoric and Speech

Preparation and criticism of both formal and informal public speeches including exposition, narration, description, argumentation, and persuasion. Voice and diction, general semantics, oral arguments and interpretation, and forms of reasoning. Discussion and debate. Individual and team projects. Interpersonal communication. International phonetic alphabet. International communication. Guest lecturers, video presentations.

245 Interpersonal Communication in a Multicultural Society

Perspectives on race, gender, sexuality, and cultural heritage are explored through individual speech presentations and gronp projects. Public speaking practice is coupled with perception awareness, self-image development, and analysis. Emphasis will be on speech presentation, interpersonal communication theory, and group process methodology.

280 African American Communication

This course aims to discover and to explore what is distinctive about the artistic and strategic communication practices of African Americans. Students will examine various modes of discourse including public address, sermons, song, literature, and film within the contexts of African American culture and history. The course includes lectures, discussions, and video presentations. (Cross-listed as African American Studies 280. Meets GEC Cultural Diversity Requirement.)

300 Mass Media and Marketing Research

A study of methods related to media communications including theoretical foundations and applications of research designs, data collection techniques and data analysis for quantitative and qualitative investigations. Assignments include presentations of case studies, creation of a research study, and field research exercises and small group activities related to issues faced by communications and marketing researchers. Prerequisite: junior standing and Economics 130 or Mathematics 150 or permission of the instructor. (Cross-listed as Business 355.)

350 Topics in Communications

A seminar course on various specialized areas of communication theory and practice. (Restricted to Communication majors and minors. Meets GEC Culmral Diversity Requirement depending on topic.)

390 Internships

Off-campus experience supervised by a faculty member. One credit acceptable, but two-credit internships preferred.

420 Senior Seminar

Selected advanced topics in communications. Required of all majors in their junior or senior year, except those doing senior theses or approved independent research projects. This course requires a major research project. Course restricted to Communication majors and minors.

ECONOMICS AND BUSINESS

Professor Robert A. Baade
International Trade and Finance. Macroeconomic Theory. Political Economy. Economics of Sports.

Professor Richard F. Dye
Macroeconomic Theory. Public Finance. Urban Economics. Industrial Organization.

Professor William Moskoff (Chairperson)
Industrial Organization. Microeconomic Theory. Comparative Systems.

Professor Nader Nazmi
Econometrics. Statistics. Business and Economic Forecasting. Economic Development. Latin American Economics. Macroeconomic Theory.

[1]*Professor Carolyn Tuttle*
Macroeconomic Theory. Statistics. Money and Banking. Economic History. Labor.

[2]*Associate Professor Les R. Dlabay*
Marketing Theory. Marketing Research. Capital Budgeting. Latin American Global Business. Business Policy.

Associate Professor Jeffrey O. Sundberg
Environmental and Natural Resource Economics. Finance. Industrial Organization. Microeconomic Theory. Corporate Finance.

Assistant Professor Simone Wegge
Economic History. Statistics. Finance. Investment Analysis.

[3]*Lecturer Cynthia B. Lucking*
Financial Accounting. Managerial Accounting. Intermediate Accounting.

Lecturer Victor Matheson
Principles of Economics. Economic Statistics. Macroeconomic Theory. Money and Banking.

[1]Leave of Absence 1999-2000
[2]Sabbatical Leave of Absence Fall 1999
[3]Director, Chicago Outreach Program 1999-2000

The department of Economics and Business offers majors in both economics and business. The department offers a minor in economics and a minor in business. Students are allowed to have a double major, but they may not major in both business and economics. Students may not elect both a major and a minor within the department.

ECONOMICS MAJOR

The study of economics is concerned with two basic questions faced in any human society: (1) how available resources are to be allocated among productive uses to yield the greatest total product and (2) how the fruits of the productive processes are to be distributed among members of society. Since no universal form of socio-economic organization exists, economics examines and compares the different ways in which human societies have sought answers to these questions.

The study of economics at Lake Forest College can begin during either the freshman or sophomore year. The curriculum of the first year includes an introductory course designed for potential majors and those desirous of a single survey course. In addition, lower-level course offerings include a number of problem- or issue-oriented courses. Qualified junior and senior majors are encouraged to engage in independent study projects, both within economics and across disciplinary lines. Economics majors have been admitted to some of the top graduate and professional schools in economics, business administration, and law. Majors contemplating graduate or professional training are urged to consult with their Economics Department advisors concerning selection of courses.

The following are requirements for the major:

Economics 110 (Principles of Economics) with a grade of C- or better.

Mathematics 110 (Calculus I) with a grade of C- or better, completed by the end of the freshman year. (Students without strong high school preparation in mathematics may need to complete Mathematics 105 as a prerequisite.) Note that Mathematics 110 will also satisfy one of the breadth requirements for the General Education Curriculum.

Economics 130 (Economic Statistics) or Mathematics 150 (Introduction to Probability and Statistics) with a grade of C- or better.

Economics 210 (Microeconomic Theory) with a grade of C- or better.

Economics 220 (Macroeconomic Theory) with a grade of C- or better.

Three other elective economics courses, two of which must be above 300. Internships do not count as economics elective courses.

During the senior year, an additional economics course designated as senior studies (a specially designed course with limited enrollments and preference given to senior majors) or a senior thesis.

ECONOMICS MINOR

Six courses to include the following: 110 (Principles of Economics); 210 (Microeconomic Theory) or 220 (Macroeconomic Theory); four other economic courses with the exclusion of internships, which do not count as minor electives.

ECONOMICS COURSES

110 Principles of Economics
An introduction to both microeconomics, the theory of consumer and producer behavior, and macroeconomics, the determination of aggregate levels of production, employment, inflation, and growth. Application of economic principles to analysis of current problems of the American economy.

130 Economic Statistics
Distribution analysis, probability theory, sampling theory, statistical inference, regression and correlation analysis, with emphasis on application of statistical techniques to economic problems and policies. (Not open to students who have taken Mathematics 150, which is a comparable course.)

210 Microeconomic Theory
Application of both theoretical and empirical analysis to consumer demand, to the firm both as producer of goods and as buyer of inputs, in both monopoly and competitive markets. Industry case studies are included. Prerequisites: Economics 110 and Mathematics 110 or 160 with grades of C- or better.

220 Macroeconomic Theory
Intermediate theory of macroeconomics. The determinants of aggregate production, prices, interest rates, and employment in macroeconomic models that combine the business, household, government, and financial sectors. Prerequisites: Economics 110 and Mathematics 110 or 160 with grades of C- or better.

237 Introduction to Finance
An overview of financial markets and corporate procedures and the ways they influence the allocation of scarce resources over time and under uncertainty. An introduction to investment theory and corporate finance is provided and specific financial securities and corporate practices are discussed. Prereqmisites: Economics 110 and Mathematics 110 or 160 with grades of C- or better. (Cross-listed as Business 237.)

240 Urban Economics
Application of economic analysis to current problems in urban and suburban America such as poverty, housing, transportation, growth, and finance. Prerequisite: Economics 110 with a grade of C- or better.

245 Child Labor in Latin America
This course will explore the role of child labor in the economies of developing Latin American countries. The course will focus on the question "Do countries need to use child labor to industrialize?" Historically, countries that have industrialized (Great Britain, the United States, and Japan) relied heavily on children to work in the factories, manufacturers, and mines. Today it appears history is repeating itself as developing countries utilize children in the informal sectors. The employment of children in Brazil, Colombia, Peru, Chile, and Argentina will be examined in detail. The economic, political, social/cultural, and technological explanations for child labor will be explored for each country. Prerequisite: Economics 110. (Meets GEC Cultural Diversity Requirement.)

260 Law and Economics
Application of general economics principles to both civil and criminal law. Analysis of how individuals and firms respond to laws, the level of enforcement, and penalty structures. Specific areas to be covered include tax, product liability, environmental, international, contract, and antitrust laws. Prerequisite: Economics 110 or permission of the instructor.

270 Latin American Development
Analysis of the political economy of development of Latin American countries including Brazil, Mexico, Argentina, and Chile. Examination of current economic problems from historical and political perspectives. Particular attention will be given to the economic strategies of growth and development. Prerequisite: Economics 110 with a grade of C- or better. (Meets GEC Cultural Diversity Requirement.)

310 Industrial Organization
Analysis of the behavior of firms under different industrial structures—competitive, monopolistic, oligopolistic. An evaluation of antitrust policies and other government regulations of business. Uses the traditional structure-conduct-performance approach as well as the recent transaction-cost and game-theoretic approaches to firm behavior. Prerequisite: Economics 210 with a grade of C- or better.

313 Money and Banking
Analysis of bank and nonbank financial institutions. Topics include the S&L crisis, the impact of the 1980 and 1982 deregulation acts, the changing role of the Federal Reserve and the ability to conduct effective monetary policy, and bank asset and liability management. Prerequisite: Economics 220 with a grade of C- or better.

330 Econometrics
Use of statistical methods, especially multiple regression, to test hypotheses based on economic theory. Some use of computer programs. Prerequisite: Economics 130 or Mathematics 150.

340 Environmental and Natural Resource Economics
The course examines different economic theories regarding optimal use of renewable and nonrenewable resources, why market responses to pollution are typically unsatisfactory, and optimal pollution control. These theories are then applied to the real world, taking into consideration political and technological constraints. The impact of past and current policy on the environment will be studied, as will the potential impact of proposed legislation. Prerequisite: Economics 210 or permission of the instructor. (Cross-listed as Environmental Studies 340.)

350 Public Finance
Theory and policy analysis of the effects of government spending and taxation on allocation and distribution of income. Special attention is given to tax reform proposals, health care financing, deficit financing, and other current policy issues. Prerequisite: Economics 210 with a grade of C- or better.

415 Corporate Finance
Theoretical and empirical issues in corporate finance are examined from the perspectives of the firm, the shareholders, and public policymakers. Topics covered include leveraged buyouts and mergers, dividend policy, techniques used to raise capital, and the impact of the tax system on corporate activity. Prerequisites: Mathematics 110 and Business/Economics 237; junior or senior standing. (Cross-listed as Business 415. May be taken by Economics majors to meet GEC Senior Studies Requirement.)

420 Labor in the American Economy
Economics of the labor market. Theories are developed on the supply and demand for labor as they determine the labor force participation of men, women, teenagers, and minorities. Issues of discrimination, education, job training, unions, government legislation, and women's work are discussed in light of contemporary events. Prerequisites: Economics 210 and Mathematics 110 or 160. (May be taken by Economics majors to meet GEC Senior Studies Requirement.)

430 International Trade Theory and Policy
International trade theory with some applications. Topics include an analysis of elements of economic structure that determine trade flows, theory relating to how trade flows alter economic structure, the free trade versus protectionism argument, and selected topics in international economic integration and development. Prerequisite: Economics 210 and 220; junior or senior standing. (May be taken by Economics majors to meet GEC Senior Studies Requirement; meets GEC Cultural Diversity Requirement.)

431 International Finance
The fundamentals of international financial theory are identified and analyzed. Topics include exchange rate determination, balance of payments accounting and analysis, and a description and analysis of international monetary systems and their evolution. Prerequisites: Economics 210 and 220; junior or senior standing. (Cross-listed as Business 431. May be taken by Economics majors to meet GEC Senior Studies Requirement.)

440 Advanced Macroeconomics
Analysis and comparison of Keynesian, neoKeynesian, neoclassical, monetarist, and rational expectationist perspectives on macroeconomic theory and stabilization policy. Prerequisites: Mathematics 110 and Economics 220; junior or senior standing. (May be taken by Economics majors to meet GEC Senior Studies Requirement.)

450 Senior Seminar—International Financial Crises
This course analyzes the Mexican crises of 1982 and 1994, the Nordic crisis of the early 1990s, the East Asian and Russian crises of 1998, and the Brazilian debacle of 1999 to investigate the salient characteristics of international economic crises of the late twentieth century. The course attempts to determine the principal causes of these crises, the elements common to the crises, the channels through which contagion took place, and the role of international financial institutions such as the International Monetary Fund before, during, and after the crises.

490 Internships
This work-study program provides an opportunity to supplement academic training with work experience in the field of business and economics. Interested students must work with Career Development to develop a resume and register with the instructor by the following deadlines: by April 1 for a Fall internship; by November 1 for a Spring internship; and by the week following spring break for a Summer internship. Business and Economics internships must be done for two credits. Prerequisites: Junior or senior standing; no more than one credit of previous internship experience and this experience must not be similar to a subsequent internship in terms of skills or knowledge learned or applied; Economics 110 with a grade of C- or better, as well as other designated courses relevant to the specific type of the internship (see the instructor for information on the specific course prerequisites for each category of internship). The department will not give credit for internships that do not build directly on prior course work; students on academic probation are ineligible for this program. (Cross-listed as Business 490.)

499 Independent Study
Tutorials, research projects, and senior theses are available forms of independent study, with consent of the instructor.

Economics Courses Offered Less Frequently

216 Industrialization in the Twentieth Century
The process of industrialization in the twentieth century is examined using the Industrial Revolution of Great Britain as a historical benchmark. The impact of economic, social, and political institutions on the development of less-developed countries will be studied using several countries as case studies.

233 Eastern Europe in the Twentieth Century
Exploration of Eastern Europe's development in the twentieth century through the disciplines of history and economics. The course examines economic and political difficulties in the interwar period, World War II, postwar Soviet domination, the emergence of greater diversity after Stalin's death, and the recent radical changes sweeping the region. (Cross-listed as History 233. Meets GEC Cultural Diversity Requirement.)

425 Business and Economic Forecasting
The course employs regression techniques, time-series analysis, and business and economic indicators for forecasting economic and business variables. Prerequisite: Economics 110, 130 or Mathematics 150. (Cross-listed as Business 425.)

470 Economic Development in the Third World
An inquiry into the nature and causes of the economic underdevelopment of Third World countries. (Meets GEC Cultural Diversity Requirement.)

BUSINESS MAJOR

The Business major is designed to provide the student with an overview of the economic environment of business and of the various areas of the business world: accounting, marketing, and, especially, finance. The primary intention is to teach students how to think about questions in the business world rather than to provide narrow vocational training.

The following requirements for the Business major are subject to the General Education Requirements (previously enrolled students are subject to the requirements contained in relevant earlier editions of this bulletin):

Economics 110 (Principles of Economics) with a grade of C- or better.

Mathematics 110 (Calculus I) or Mathematics 160 (Finite Mathematics with Applications) with a grade of C- or better, completed by the end of the freshman year. Students without strong high school preparation in mathematics may need to complete Mathematics 105 as a prerequisite. Note that either Mathematics 110 or 160 will also satisfy one of the breadth requirements for the General Education Curriculum.

Economics 130 (Economic Statistics) or Mathematics 150 (Introduction to Probability and Statistics) with a grade of C- or better.

Business 230 (Financial Accounting) with a grade of C- or better.

Business 237 (Introduction to Finance) with a grade of C- or better.

Economics 210 (Microeconomic Theory).

Economics 220 (Macroeconomic Theory).

Philosophy 203 (Business and Professional Ethics) or Philosophy 325 (Major Ethical Theories).

Three additional 300- or 400-level elective business courses. These include Business 330, 331, 336, 350, 355, 380, 385, 415, and 431. Also, up to two of these courses may be business-related economics courses from the following list: Economics 310, 313, 330, 340, 350, 420, or 430. No more than two of the business electives may be marketing courses. Internships do not count as business elective courses.

During the senior year, an additional business course designated as senior studies (a specially designed course with limited enrollments and preference given to senior majors) or a senior thesis.

BUSINESS MINOR

Six courses to include the following: Economics 110 (Principles of Economics); Business 230 (Financial Accounting); Business 237 (Introduction to Finance); three other business courses with the exclusion of internships, which do not count as minor electives.

BUSINESS COURSES

230 Financial Accounting

Methods, practices, and concepts underlying the communication of relevant financial information to external parties. Development of the accounting model, measurement processes, data terminology and classification, internal control; interpretation and uses of financial statements. Prerequisites: Economics 110 and Mathematics 110 or 160 with a grade of C- or better.

237 Introduction to Finance

An overview of financial markets and corporate procedures and the ways they influence the allocation of scarce resources over time and under uncertainty. An introduction to investment theory and corporate finance is provided and specific financial securities and corporate practices are discussed. Prerequisites: Economics 110 and Mathematics 110 or 160 with a grade of C- or better. (Cross-listed as Economics 237.)

330 Intermediate Accounting

Accounting concepts, principles, and theory with an emphasis on the special problems that arise in applying these concepts to external reporting. Prerequisites: Business 230 with a grade of C- or better; junior standing.

331 Managerial Accounting

Use of accounting information for evaluation of planning and control decisions. Topics include budgeting, cost-volume analysis, product costing, and standards for planning, control, and performance measurement. Prerequisite: Business 230 with grade of C- or better.

336 Marketing Theory for Multinational Enterprises

A study of the conceptual framework of marketing and its relationship to society and the global economy. Topics include economic foundations of international marketing, introductory marketing research concepts, consumer behavior models, financial analysis for marketing decision making, and international marketing concepts. Emphasis will be on the discussion and critical analysis of readings and field research assignments. Prerequisites: junior standing.

350 Capital Budgeting

Study of advanced financial management and the evaluation of domestic and global business investment opportunities. Topics include the discounting of cash flows, foreign market risk analysis, capital asset pricing, and financial leverage decisions. Prerequisites: Economics 130 or Mathematics 150 and Business 237.

355 Mass Media and Marketing Research

A study of methods related to media communication, including theoretical foundations and applications of research designs, data collection techniques, and data analysis for quantitative and qualitative investigations. Assignments include presentations of case studies, creation of a research study, and field research exercises and small group activities related to issues faced by communications and marketing researchers. Prerequisite: junior standing and Economics 130 or Mathematics 150, or permission of the instr-uctor. (Cross-listed as Communications 300.)

380 Investment Analysis

The process of selecting among alternative financial assets from the viewpoint of the individual. Emphasizes such topics as the evaluation of risk and return, security markets and industry developments, regulatory practices, and portfolio theory. Prerequisites: Economics 130 or Mathematics 150 and Business 237.

385 Options and Futures

This course introduces the economic functions of options and futures markets, discusses the basic underlying pricing mechanism of options and futures contracts, and provides a working knowledge of these contracts as risk management tools. Prerequisites: Economics 130 or Mathematics 150 and Business 237.

415 Corporate Finance

Theoretical and empirical issues in corporate finance are examined from the perspectives of the firm, the shareholders, and public policymakers. Topics covered include leveraged buyouts and mergers, dividend policy, techniques used to raise capital, and the impact of the tax system on corporate activity. Prerequisites: Mathematics 110 and Business/Economics 237; junior or senior standing. (Cross-listed as Economics 415. May be taken by Business majors to meet GEC Senior Studies Requirement.)

431 International Finance

The fundamentals of international financial theory are identified and analyzed. Topics include exchange rate determination, balance of payments, accounting and analysis, and a description and analysis of international monetary systems and their evolution. Prerequisites: Economics 210 and 220; junior or senior standing. (Cross-listed as Economics 431. May be taken by Business majors to meet GEC Senior Studies Requirement.)

470 Latin American Global Business

To serve the needs of students who will live and work in a global economy, this seminar will emphasize analytic activities and case problems for corporate and entrepreneurial organizations operating or considering operations in Latin America. Economic theories, statistical tests, accounting records, financial analysis, and marketing concepts will be used to investigate business situations. Prerequisites: (a) senior standing; (b) Business major core courses (Economics 130 or Mathematics 150, Economics 210, Economics 220, Business 230, Business 237, and two 300- or 400-level Business or Economics classes) or permission of the instructor. (May be taken by Business and International Relations majors to meet GEC Senior Studies Requirement.)

480 Business Policy for Corporations and Nonprofit Organizations

Economic theories, statistical tests, accounting records, financial analysis, and marketing concepts will be used to investigate business situations. The course will allow students to apply theoretical and conceptual material to corporate, nonprofit, and entrepreneurial situations. Prerequisites: senior standing; Economics 130 or Mathematics 150; Economics 210; Economics 220; Business 230 and Business 237; and two 300- or 400-level Business or Economics courses. (May be taken by Business majors to meet GEC Senior Studies Requirement.)

490 Internships
This work-study program provides an opportunity to supplement academic training with work experience in the field of business and economics. Interested students must work with Career Development to develop a resume and register with the instructor by the following deadlines: by April 1 for a Fall internship; by November 1 for a Spring internship; and by the week following spring break for a Summer internship. Business and Economics internships must be done for two credits. Prerequisites: Junior or senior standing; no more than one credit of previous internship experience and this experience must not be similar to a subsequent internship in terms of skills or knowledge learned or applied; Economics 110 with a grade of C- or better, as well as other designated courses relevant to the specific type of the internship (see the instructor for information on the specific course prereqnisites for each category of internship). The department will not give credit for internships that do not build directly on prior course work; students on academic probation are ineligible for this program. (Cross-listed as Economics 490.)

Business Courses Offered Less Frequently

425 Business and Economic Forecasting
This course employs regression techniques, time-series analysis, and business and economic indicators for forecasting economic and business variables. Prerequisites: Economics 110 and Economics 130 or Mathematics 150. (Cross-listed as Economics 425.)

485 Seminar: Capital Markets and Personal Financial Planning
Global financial markets, technology, and proposed tax laws are some of the influences on daily financial decisions. This course uses a framework for money management choices that also considers social implications of investing, consumer credit, taxes, housing, and personal risk management. Prerequisite: junior standing.

486 Seminar: Global Marketing
Analysis of international business activities and global marketing concepts with emphasis on the influences of cultural, political, and economic factors on product strategy, promotional activities, pricing, and distribution systems for goods and services. Prerequisite: junior standing.

EDUCATION

Professor Lou Lombardi
Philosophy of Education.

Professor Arthur Zilversmit
History of Education.

Associate Professor Dawn Abt-Perkins
Secondary Education. Curriculum and Instruction. Multicultural Teacher Education.

Associate Professor Sandra M. Fox (Chairperson)
Elementary and Middle School Education. Reading, Theory and Instruction. Supervision.

Associate Professor Phylis Frankel
Psychology Applied to Education.

Assistant Professor Rachel Ragland
Secondary Edncation. Curriculum and Instruction. Supervision.

Instructor Shelley Sherman
Elementary Education. Supervision of Student Teachers, Interns.

Lecturer Jan Ewing
Health Education.

Lecturer Florence Singer
Art Education.

The helief of the Education Department is that the best preparation for any teaching career—elementary or high school—is a broad and liberal education. All candidates for teaching certificates are required to take courses throughout the divisions of the College and to complete another academic major in addition to an Education major. Lake Forest College is entitled by the state to prepare students for certification in elementary schools (grades K-9) and high schools (grades 6-12).

Students who are particularly interested in urban education may participate in the Urbau Education Program of the Associated Colleges of the Midwest (ACM). ACM coordinates many offerings for students in nearby Chicago, including a program leading to bilingual certification at either the elementary or secondary level. For descriptions of courses, please see Urban Education Program in Undergraduate Curriculum.

Students who wish to complete a teacher education program at any teaching level must complete the requirements for admission to a certification program. All certificate candidates will complete a minimum of 125 clock hours of classroom experience with children prior to their student teaching. While many of these hours are accumulated during regular education classes, a variety of internships is also available.

The department sponsors a chapter of Kappa Delta Pi, an international honor society in education.

ADMISSION PROCEDURES FOR ILLINOIS STATE TEACHER CERTIFICATION PROGRAMS

General Information: The sequential steps leading to Teacher Certification, Elementary (K-9) or High School (6-12).

Education Major
(No Education minor is currently available.) Students who are interested in pursuing a career in teaching or in exploring such a possibiliry may declare their interest by becoming majors in education following their admission to Lake Forest College. Declaration of an Education major, however, does not guarantee that the student will meet the rigorous standards required for certification.

Education 210

Students must have a 2.0 GPA to enroll in this course. The candidate must receive a grade of B- or better in the course. Students who do not meet this requirement must take two additional courses—Education 220 or 270 and Education 318—and achieve a GPA of at least 2.75 among the three courses.

Basic Skills Requirement

Before admission to a certification program, students must successfully complete at least one course in mathematics, one course in writing, and one course in literature with a grade of C or better in each. Acceptance into the certification program also requires candidates to pass the Illinois Test of Basic Skills. See the Education Department Chairperson for information.

Departmental Interview

Students who are enrolled in or, preferably, have completed Education 210 and have an overall GPA of 2.6 or higher may request a departmental interview. The purpose of the interview is to evaluate the candidate on the following:

- oral and written communication skills
- clarity of goals for teaching
- academic skills including responsibility and organizational skills
- professional skills including maturity, flexibility, and independence
- effectiveness with children including use of sound judgment and other personal attitudes and attributes befitting appropriate role models for children

The student's entire academic and student life record is evaluated at this time. Faculty members, including the student's Education 210 instructor, and other members of the College community may be consulted for information about the candidate's readiness for the program.

This interview must be completed before enrolling in Education 303/304 or 313/315. The interview committee is composed of the department chairperson, one other faculty member from the Education Advisory Council,* and one student who has already been admitted into a certification program.

*Members of the Education Advisory Council, 1999: Sandra Fox, Dawn Abt-Perkins, Lowell Carmony, Les Dlabay, Michael Ebner, Phylis Frankel, Lou Lombardi, Art Miller, Diane Ross, Shelley Sherman, Flo Singer, Karen Kirk, Jan Ewing, Rachel Ragland, area secondary and elementary teachers, and student members Mary Gerke, Alayna Watkins, Laura Schencker, Katherine Belanger, and Beth Ann.

Acceptance for Certification Candidacy

After successfully completing the departmental interview, students who meet the following requirements will be recognized as certification candidates and their transcripts will be so marked: (1) an overall GPA of 2.6 or higher; (2) a grade of B- or better in Education 210 (or the combined GPA of 2.75 in Education 210, Education 220 or 270, and Education 318); and (3) completion of courses in mathematics, writing, and literature with a grade of C or better. Students who interview but do not meet these requirements will not be considered certification candidates until they do so. They may enroll in Education 303/304 or 313/315 by permission of the department chairperson.

Course Work

See the chairperson of the department for documents that describe course work requirements of Lake Forest College and the State of Illinois for the type of certificate sought. Students must receive a grade of C or better in any course applied toward certification.

Application for Student Teaching

Once the student has completed all of the required course work (or shows proof of registration), he/she must then supply to the Education Department coordinator of field experiences the following information:

The student's Lake Forest College transcript showing an overall 2.75 GPA in course work completed at Lake Forest College*;

Proof that the student has completed (or has registered to complete) an academic major of at least 32 semester hours or eight Lake Forest College credits;

Proof that the student has completed a minimum of 125 hours of clinical experiences that involve direct contact with children and teachers—usually accomplished in Education 304 or Education 315;

Proof that the student has completed Education 417 or 419, the methods course, with a grade of C or better;

Evidence of attitudes, values, and dispositions demonstrated in academic courses and fieldwork experiences for effective performance as a teacher. Successful completion of the departmental interview and recommendation by the department advisor is usually sufficient evidence.

The Education Department coordinator of field experiences will present all applications for student teaching to the Education Advisory Council for approval.

*Under extraordinary circumstances and only when a student's GPA is very close to 2.75, the Education Department chairperson may convene a special committee of the Education Advisory Council in order to hear a student's appeal should that student fail to meet the grade point requirement. By unanimous consent of the special committee, the student may be permitted to student teach.

Student Teaching

Students who meet all the criteria will be notified that they have been accepted for placement as student teachers. See the course descriptions for Education 418 or 420. Students must receive credit (a grade of CR) for student teaching in order to be eligible for certification. Students who receive a grade of D or F will not be eligible for certification.

Application for Certification

In the term preceding graduation (or during the term in which student teaching was completed) the student will complete the necessary form.

Academic Grievances for Teacher Education Students

Teacher education candidates have the same academic rights and responsibilities as all Lake Forest College students. There are, however, specific situations in the teacher education program when decisions may be cause for student grievances. These situations include the following:

- admission to or dismissal from the teacher education program, a clinical experience, or student teaching.
- evaluation of the candidate's performance in courses, clinical experiences, or student teaching
- recommendation for state certification or for employment

Students who wish to appeal any of these teacher education matters should first confer with the chairperson of the Education Department. Appeals must be made in writing to the Education Advisory Council through the chairperson of the Education Department. Students may have personal, academic, or legal support in hearings concerning teacher education matters. If an issue still remains unresolved, the student may take his or her grievance to the provost. The case may be further appealed to the Academic Appeals Board and, finally, to the President of the College.

STATE OF ILLINOIS—STANDARD ELEMENTARY CERTIFICATION (K-9)

(Approved by the Illinois State Teacher Certification Board)

General Education Courses*

Communication Skills	
Oral	1 course
Written	2 courses
Biological and Physical Sciences	3 courses
Social Sciences**	3 courses
Humanities**	4 courses
Mathematics	2 courses
Academic major	8 courses (minimum)

*Students must complete these courses with a grade of C or better.

**One course from either social sciences or humanities must involve study of a non-Western or Third World culture. One course in the humanities must be in American history. One course in the social sciences must be in American government. One course in the humanities must involve the study of literature. One course in the humanities must be in music.

Academic Major

Students pursuing elementary certification may complete any of the academic majors offered at Lake Forest College. All elementary education majors must complete eighteen hours of course work in the humanities, social sciences, or math and sciences (including nine semester hours of upper division) in addition to the General Education Requirements.

Professional Education Courses
Required courses: Education 210, 303, 304, 312, 314, 318, 417, and 418.

One course from the following: Education 220 or 270.

Middle school endorsement requires Education 306 and Psychology 210.

STATE OF ILLINOIS—STANDARD SECONDARY CERTIFICATION (6-12)

(Approved by the Illinois State Teacher Certification Board)

General Education Courses*

Communication Skills	
Oral	1 course
Written	2 courses
Biological and Physical Sciences	3 courses
Social Sciences**	3 courses
Humanities**	4 courses
Mathematics	1 course

One approved linguistics course (required for English or foreign language certification)

Academic major 8 courses (minimum)

*Students must complete these courses with a grade of C or better.

**One course from either the social sciences or the humanities must involve study of a non-Western or Third World culture. One course in the humanities must be in American history. One course in the social sciences must be in American government. One course in the humanities must involve the study of literature.

Education Major
English, French, German, Spanish, mathematics, natural science (biology, chemistry, or physics), social sciences (American studies, history, politics, or economics) are the only pos-sible majors in the secondary program. Students who major and are certified in chemistry, physics, politics, or economics must also be endorsed to teach in a second field. Students certifying in social studies must complete a minimum of eight semester hours in U.S. history.

Professional Education Courses
Required courses: Education 210, 313, 314, 315, 318, 419, and 420.

One course from the following: Education 220 or 270.

Middle school endorsement requires Education 315 and Psychology 210.

POST GRADUATION STUDENT TEACHING OPTION

The Post Graduation Student Teaching Option (STO) gives Lake Forest College Education majors the opportunity to complete their student teaching requirement after graduation.

While student teaching, participants in the program are required to pay an administrative fee to cover registration and supervisory costs. They are eligible for neither financial aid nor campus housing.

The option is available to any Lake Forest College graduate who has received the B.A. degree from the College, has satisfactorily completed the content area major, and has met all of the requirements for the Education major and the certification program except for student teaching. The administrative fee applies only to the courses for student teaching, and only to the College credits granted for student teaching. The STO does not apply to students participating in the ACM Urban Education Program. Tuition for the ACM Urban Education Program is one half the Lake Forest College tuition for the semester. Permission of the Education department is required for participation. The cost for 1999-2000 is $1,790. The cost for 2000-2001 will be published in the next supplement to this bulletin.

EDUCATION COURSES

104 Elementary Mathematics from an Advanced Standpoint
This course presents an overview, for a sophisticated audience, of several topics from elementary mathematics. The course stresses three themes: mathematics in the liberal arts, mathematics from a historical perspective, and mathematics as a problem-solving activity. Topics to be covered include numeration systems, non-base-ten representations, and elementary number theory including primes and factorizations, rationals as terminating and repeating decimals, irrationals, simple probability experiments, elementary set theory, and mathematical reasoning. Prerequisite: Mathematics 103 or permission of the instructor. (Cross-listed as Mathematics 104.)

210 Observing the Schooling Process
An introduction to the teaching-learning process from preschool through high school. Participants observe, analyze, and discuss a variety of educational environments, including classrooms with exceptional students and classrooms in multicultural settings. Major focus on developing competencies in educational library research and writing skills. (Limited to Education majors who have obtained a minimum GPA of 2.0 at Lake Forest College. Meets GEC Freshman Writing Requirement.)

215 Instructional Communication Theory and Practice
This course applies sociolinguistic theory to the understanding of language practices in academic settings. Based on the premise that knowledge is socially constructed, race, gender, class, and ethnicity are considered social markers that shape the meanings and the values assigned to instructional messages. Students research communication practices in their classrooms, apply cultural theories in their analyses, and practice methods and strategies toward becoming more effective communicators.

220 Philosophy of Education
Survey of theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (Cross-listed as Philosophy 220.)

270 History of Education in American Society and Thought
Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century. (Cross-listed as History 270 and Politics 270.)

303 Reading Methods in the Elementary School
Places emphasis on theories of language acquisition and on characteristics of language development as they relate to teaching reading and the language arts. Includes alternative approaches to reading and language arts instruction including whole language and strategies for teaching students with exceptional needs, especially the learning disabled. This course must be taken concurrently with Education 304. Prerequisites: Education 210 and departmental interview.

304 Elementary Fieldwork and Seminar
Half-day internship in the elementary or middle school. Elementary certification candidates complete 125 hours of supervised classroom observation and participation. Placements are arranged by the Education Department and supervised by faculty within the Education Department on a biweekly basis. Placement in a multicultural setting is required. This course must be taken concurrently with Education 303. Prerequisites: Education 210 and departmental interview. (Meets GEC Cultural Diversity Requirement.)

306 Teaching Adolescent Students
This course emphasizes the importance of developing special skills, competencies, and understanding for teaching middle school students. It includes middle grade philosophy, curriculum, instruction, and methods; design and development of middle grade lessons and programs; assessment coordination and referral of students to health and social services; and observation and participation in middle grade classrooms. Prerequisites: Education 303 and 304.

312 Art Education
The media and methods of teaching elementary school art. Required only for elementary certification. One-half course credit. (This course, which is required for elementary certification, does not carry graduation credit but will be recorded on the student's academic record and may be taken in addition to the regular course load. No tuition fee for this course is charged to full-time students paying the comprehensive tuition for the semester.)

313 Reading in the Content Areas
Multiple approaches to the teaching of reading, characteristics of language development and its relation to intellectual development in the disciplines, and the application of instructional models to the teaching of writing and reading in the content areas, including teaching exceptional students, especially the learning disabled. This course must be taken concurrently with Education 315. Prerequisites: Education 210 and departmental interview.

314 Health Education
Emphasis on the relationship between education and physical, emotional, and moral growth and development from childhood through adolescence. Topics include esrablishing a positive

and healthy classroom environment; issues related to teaching exceptional students, including the learning disabled; multicultural settings; and methods of teaching about sex, drugs, alcohol, and other health-related issues. Required for both elementary and secondary certification candidates. Limited to juniors and seniors who plan to complete certification. Prerequisite: Education 303/304 or 313/315 or permission of the instructor.

315 Middle School Fieldwork and Seminar
Half-day internship in the middle and junior high school. Secondary certification candidates complete 125 hours of supervised classroom observation and participation. Placements are arranged by the Education Department and supervised by faculty within the Education Department on a biweekly basis. Placement at a multicultural site is required. Prerequisites: Education 210 and departmental interview. (Meets GEC Cultural Diversity Requirement.)

318 Psychology Applied to Education
Principles of psychology as applied to the teaching-learning situation. Emphases include human growth and development, especially pertaining to personality development, the socio-emotional contexts of education, and the identification and characteristics of students with special needs, including those with learning disabilities. Open to underclassmen, but preference is given to juniors and seniors. Prerequisite: Psychology 210 or permission of the instructor. (Cross-listed as Psychology 318.)

417 Teaching Elementary Grades: Methods and Materials
Taken prior to student teaching. Stresses practical skills of elementary and middle school classroom teaching, including teaching students with special needs. In addition, each student will be assigned a clinical placement in an elementary school for observation hours in connection with the class. Prerequisites: Education 303 and 304. A grade of C or better is required for student teaching.

418 Student Teaching and Elementary Seminar
Full-day supervised teaching for 14-15 weeks in a cooperating school and a weekly seminar. This course is graded only on a Credit/D/Fail basis. Prerequisite: Education 417 with a grade of C or better.

419 Curriculum Design and Instructional Methods for Junior High and High School Teachers
Stresses the practical use of educational theory in the classroom by focusing on lesson and course planning, evaluation, management, and the teaching of students with special needs. In addition, each student will be assigned a clinical placement in a high school for observation hours in connection with the class. Prerequisites: Education 313 and 315. A grade of C or better is required for student teaching.

420 Student Teaching and Secondary Seminar
Full-day supervised teaching for 14-15 weeks in a cooperating school and a weekly seminar. This course is graded on a Credit/D/Fail basis. Prerequisite: Education 419 with a grade of C or better.

Education Courses Offered Less Frequently

222 Social Foundations of Education
A study of current and historical social issues and trends that influence American educational practices. An introduction to the school as a social institution and to the relationship between historical-sociological changes and changes in educational practice. Schools are examined as institutions that influence the social as well as academic development of American youth. Prerequisite: Education 210 or Sociology and Anthropology 110 for freshmen and sophomores. (Cross-listed as Sociology and Anthropology 223.)

232 The Teaching of Writing
Introduces students to theories of writing development with the intention of learning to teach others how to improve their writing skills and strategies. A theory guiding this course is that while learning how to teach someone else to write better, one becomes a better writer. (Cross-listed as English 232.)

311, 411 Advanced Fieldwork
Students who have completed 210 and 303/304 or 313/315 and wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is often required. This course is graded only on a Credit/D/Fail basis.

325 Seminar in Teaching and Learning through the Arts
Through reading, discussion, and hands-on experience, students will learn about the artistic process as a fundamental mode of inquiry and problem solving. Students will then examine ways in which the artistic process—as a complement to the scientific, mathematical, and historical process—can be integrated more systematically into the mainstream of elementary and secondary education. Seminar will include lecture/demonstration by artist-teachers in drama, music, and stndio art. Prerequisite: Education 312 or permission of the instructor.

330 Guidance Skills for Classroom Teachers
A learning experience in the development of practical skills, such as values clarification, and group and individual counseling techniques. The focus is on fostering human relations in the classroom.

415 Special Studies in Education
Advanced research in the process of schooling and teaching. May be an independent project or an advanced internship. Available only to juniors and seniors.

ENGLISH

[1]*Professor Richard Mallette*
English Literature. The Renaissance.

Associate Professor Benjamin Goluboff
American Literature. Nineteenth-Century Literature.

Associate Professor Robert M. Greenfield
Comparative Literature. Modern Literature.

Associate Professor Diane M. Ross (Chairperson)
English Literature. Medieval and Renaissance Literature. Gender Studies.

Assistant Professor Robert Archambeau
English Literature. Nineteenth-Century Literature. Writing Poetry.

Lecturer Bernice E. Gallagher
Director of Writing Programs.

Lecturer Jacqueline Perret
Composition. Nonfiction Writing.

Lecturer Ted Schaefer
Composition. Nonfiction Writing. Writing Workshop.

Instructor Judy Massey Dozier
African American Literature. Gender Studies. Nineteenth-Century American Literature.

[1]Leave of Absence Spring 2000

The Department of English offers courses central to liberal arts education, not only for English majors but also for other students who wish to enrich their understanding of literature and language and to develop their skills as readers and writers. These are skills essential to leading constructive and imaginative lives. They also provide preparation for careers in law, teaching, publishing, advertising, communications, business—for any work that requires the ability to read, to write, and to think well. The department provides a range of courses for all students in the College. Writing courses include English 100, 230, 231, 240, 241, 242, 330, and 340 (some writing conrses require the submission of a writing sample to the instructor). Literature courses designed for freshmen include English 110 (designed for prospective majors) and many 200-level courses. With the exception of 100 and Freshman Studies, all English courses are open to upperclass students of all majors.

ENGLISH MAJOR

The department has designed a curriculum for English majors that reflects our commitment to the study of literature as well as writing. Hence we offer two areas of concentration: a literature track or a writing track. Both are grounded in a study of literary tradition. All majors learn how to read and interpret complex texts, how to relate one text to another and to a tradition, and how to read texts within historical and multicultural contexts. We offer literature courses organized in various ways, focusing on historical periods, single authors, literary types, thematic issues, multicultural literatures, and gender issues. Majors who choose the writing track elect to focus on either imaginative or nonfiction writing.

After choosing either a literature track or a writing track, students continue to diversify and deepen their study in advanced courses appropriate to the track.

Literature Track Requirements

Classics of Literature Sequence (to be taken in chronological order): English 210, 211, and 212.

Two period courses from English 300, 301, 302, 303, 304, 305, 306, 307, 342, 400, 401, 402, and 403.

One course from English 203, 204, 216, 220, or a third course from the second list above.

English 450.

At least two electives to complete a nine-course minituum for the major.

Writing Track Requirements

Classics of Literature Sequence (to be taken in chronological order): English 210, 211, and 212.

One course from English 203, 204, 216, 217, 218, 220, 300, 301, 302, 303, 304, 305, 306, 307, 342, 400, 401, 402, and 403.

The Writing Courses

For imaginative writers: 240 or 241 or 242, then 340 and 440.

For Nonfiction Writers: 230, 330, and 440.

At least two electives to complete a nine-course minimum for the major.

Freshmen considering an English major are advised to take English 110. Once a major has been declared, the student will consult with a departmental advisor and work out an appropriate study program. Majors in the literature track who plan to do graduate work in literary studies should consult with their advisors and orient their programs toward the period courses and have a reading knowledge of at least one modern foreign language, preferably French or German. Special studies courses in which topics may vary from year to year (223, 224, and 326) may be taken more than once, but majors may count them only once toward the nine-course minimum for the major.

ENGLISH MINOR

Classics of Literature Sequence: 210, 211, and 212.

Two courses from 300, 301, 302, 303, 304, 305, 306, 307, 342, 400, 401, 402, and 403.

One course at 200 or above, to complete a six-course minimum for the minor.

SENIOR RULE

The following rule applies to all seniors majoring or minoring in English: No written work submitted for any course offered within the English department shall be considered acceptable unless it is free of errors in grammar, punctuation, spelling, and usage.

100 English Composition

Designed for freshmen and other students (upon consultation with the Director of Writing Programs) to achieve effective expository and argumentative prose. Frequent papers will develop basic writing and research skills. (Does not apply toward the major. Not open to upperclass students. Does not meet GEC Humanities Requirement.)

101 Writing Center Tutorial

An expository writing course for students identified by the Director of Writing Programs. (Does not apply toward the major. Not open to upperclass students. Does not meet GEC Humanities Requirement.)

110 Introduction to Literary Studies

Designed to introduce prospective majors to English studies. Primarily for freshmen but also for others who wish to acquire useful skills as readers and writers by developing critical abilities in studying literature. (Does not apply toward the major. Meets GEC Freshman Writing Requirement.)

110-1 Introduction to Literary Studies: Stories, Poems, Plays

This course is intended to teach students how to become sophisticated readers of imaginative literature. We will read a variety of stories, poems, and plays. We will learn how to analyze and interpret texts from multiple perspectives in order to read and write critically and passionately. (Does not apply toward the English major. Meets GEC Freshman Writing Requirement.)

110-2 Introduction to Literary Studies: Reading the Genres

An introduction to literary genres and interpretive skills associated with reading them, this course examines works of poetry, fiction, and drama. Classes emphasize interpretive writing, include an orientation to resources for literary research in the library, and introduce students to a variety of important works by American and British writers. (Cross-listed as Freshman Studies 153. Does not apply toward the English major. Meets GEC Freshman Writing Requirement.)

110-3 Introduction to Literary Studies: Gender and Reading
This course will explore the effect of gender on our perception of poetry, fiction, and drama. Do male and female authors have distinctive characteristics? Do women and men have different expectations and preferences as readers? Which writers break stereotypes? Which perpetuate them? Do gender issues receive different treatment in popular culture versus great literature? We will discuss these questions while learning about a variety of critical approaches to literature. Equal attention will be given to male and female writers. (Cross-listed as Freshman Studies 151.)

204 American Literature II: Studies in Nineteenth-Century American Literature
Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, and Twain. Topics of discussion include Emerson's influence on American culture, developments in American literary form, and themes of American community and nature.

205 American Literature III: Studies in Twentieth-Century American Literature
Works of representative writers: James, Crane, O'Neill, Adams, Mencken, Frost, Fitzgerald, Hemingway, Faulkner, and Dos Passos.

206 American Nature Writing
An historically organized survey of the various rhetorics through which nature has been understood by Americans from the Puritans to contemporary writers: the Calvinist fallen landscape, the rational continent of the American Enlightenment, conservation and "wise use," and preservation and "biodiversity." (Cross-listed as Environmental Studies 206.)

210 Masterpieces of Ancient and Medieval Literature
The origins of Western literary tradition traced through such classic figures as Homer, Virgil, and Dante. A survey of major English literary texts, culminating in Chaucer. (Meets GEC Freshman Writing Requirement.)

211 English Literature I: The Renaissance and Eighteenth Century
The continuation of the Classics of Literature Sequence, focusing on such major figures as Shakespeare, Milton, Swift, and Pope seen against the developments and traditions of the two periods. Prerequisite: English 210.

212 English Literature II: The Nineteenth and Early Twentieth Centuries
The third in the Classics of Literature Sequence, from the Romantics through Modernism, seen against the developments and traditions of the last two centuries. Prerequisites: English 210 and 211.

215 Myth and Literature
An examination of the ways in which literature derives from, alters, and creates myth. Readings drawn from the Bible, classical mythology, Arthurian legend, and medieval and modern literature.

216 African American Literature I
A study of slave narratives and contemporary revisions. Includes works by Equiano, Douglass, Delaney, Jacobs, Morrison, Johnson, and Williams. (Cross-listed as African American Studies 216. Meets GEC Cultural Diversity Requirement.)

217 African American Literature II
An examination of narrative attempts before, during, and after the Harlem Renaissance to move from imposed stereotypes toward more accurate representations of African American experiences. Includes works by Chesnutt, Du Bois, Hurston, Larsen, Hughes, Toomer, Baldwin, and Walker. (Meets GEC Cultural Diversity Requirement.)

218 Blues Women in African American Literature
An analysis of the representation of "blues women" and the music in writings by African Americans. Authors include Larsen, Hurston, Morrison, Wilson, Jones, and Walker. (Meets GEC Cultural Diversity Requirement.)

220 Shakespeare
Selected plays to show Shakespeare's artistic development; intensive analysis of major plays.

223 Literary Types and Traditions: Multicultural Literature
An examination of literary works by writers from American minority groups and from the postcolonial world. The course explores how these writers negotiate between cosmopolitanism and a sense of rootedness in particular communities. (Meets GEC Cultural Diversity Requirement.)

224 Special Studies: Literature of the Vietnam War
This course examines the Vietnam War as refracted through various literary genres. The readings for the course include Graham Green's *The Quiet American*, Tim O'Brien's *The Things They Carried*, and Truong Nhu Tang's *Vietcong Memoir*.

225 Women and Literature
A study of how gender has affected the production and reception of literature. Emphasis on women writing in English between 1800 and the present. Attention paid to the representation of women in writings by men. Writers covered may include Austen, Brontë, Dickinson, Woolf, Plath, and more recent authors. (Meets GEC Cultural Diversity Requirement.)

230 Nonfiction Writing
The practice of writing nonfiction for various audiences. Students write essays, book reviews, argumentative papers, and investigative/feature articles. Emphasis on organizational strategies, tone, and clarity of prose as well as structure of the language. The class includes lectures, group discussion, and workshop. Intended for English and Communications majors. Open to others by permission of the instructor.

231 Introduction to Journalism
A course in news reporting and writing for newspapers, magazines, and broadcast media. With workbook exercises and writing assignments, students handle many kinds of journalistic story, ranging from interviews to sports and speeches and investigative reporting. Intended for English and Communications majors.

232 The Teaching of Writing
To introduce students to theories of writing development with the intention of learning to teach others how to improve their writing skills and strategies. A theory guiding this course is that while learning how to teach someone else to write better, one becomes a better writer. (Cross-listed as Education 232.)

240 Creative Writing: Fiction
A beginning course in the craft of the short story. Group discussions and individual conferences. Prerequisite: Approval of a writing sample.

241 Creative Writing: Poetry
A course in the craft of poetry. Group discussions and individual conferences. Prerequisite: Approval of a writing sample.

242 Creative Writing: Playwriting and Screenplay Writing
A beginning course in the craft of dramatic writing. Problems of writing for screen and stage will be studied. Group discussions and individual conferences. Prerequisite: Approval of a creative writing sample. (Cross-listed as Theatre 242.)

250 Contemporary Literature
A variety of writings from mid-twentieth century to the present; selections drawn not only from mainstream English and American authors but also from literature by minorities and foreign writers.

251 Postcolonial Literatures
A course exploring themes in the literatures of Africa, India, the Caribbean, and the Islamic world from the end of colonialism to the present day. Topics include postcolonial "writing back" to the literature of empire; nativism; ethnocentrism and the search for an authentic postcolonial voice; cultural hybridity; and the literature of migration and exile. (Meets GEC Cultural Diversity Requirement.)

300 Medieval Studies: The Chaucerian and Arthurian Traditions
This course will consider two overlapping traditions of medieval narrative: the courtly romance culminating in Malory's *Le Morte D'Arthur* and the realistic or bourgeois narrative characteristic of Chaucer. Readings will also explore the continental roots of the English masterpieces, including selections (in translation) from *Boccaccio*, *Chrétien de Troyes*, and *The Romance of the Rose*. Prerequisite: English 210.

301 The Renaissance
A study of early modern genres, including works by Parr, Sidney, Spenser, Shakespeare, Donne, and Wroth. Prerequisites: English 210 and 211.

302 John Donne and His Contemporaries
Literature of the earlier seventeenth century with close study of works by Donne, Herbert, Jonson, Burton, Browne, and others in the baroque tradition. Prerequisites: English 210 and 211.

304 The Romantic Period
Key works, both poetry and prose, of Blake, Wordsworth, Coleridge, Lamb, Byron, Shelley, and Keats. Exploration of themes and ideas of a revolutionary era. Prerequisite: English 212.

305 Victorian Literature
Masterpieces of fiction, nonfiction, and poetry by Dickens, Tennyson, Browning, Carlyle, Arnold, Hardy, Wilde, and others. Prerequisite: English 212.

306 The English Novel
Development of the novel; representative works by major figures from Defoe through Conrad. Prerequisite: English 212.

307 Women Writers: Austen, Wharton, Woolf
Detailed study of several novels and other writings by each author. Attention paid to historical context and to feminist theories of literature. (Meets GEC Cultural Diversity Requirement.)

321 Modern Fiction
An exploration of modern fiction as it has developed in the late nineteenth and twentieth centuries—including such writers as Dostoevsky, Joyce, Lawrence, Kafka, and Hemingway. Prerequisite: any 200-level literature course.

322 Modern Poetry
Major figures in English and American poetry of this century. Prerequisite: any 200-level literature course.

325 Black Literature of the 1960s
A study of the literature produced by participants in the Black Arts and Civil Rights movements. Authors may include Amiri Baraka, Malcolm X, Martin Luther King, Jr., Angela Davis, Gwendolyn Brooks, James Baldwin, and Alice Walker, among others. Prerequisite: English 217 or permission of the instructor. (Meet GEC Cultural Diversity Requirement.)

326 Interdisciplinary Studies: Postmodernism
A study of postmodernism as an international literary movement and also as a means of understanding contemporary culture. The course focuses on novels of the past three decades by American, Latin American, and European authors and compares postmodernist fiction with related developments in architecture, the visual arts, and the mass media. (Meets GEC Cultural Diversity Requirement.)

330 Advanced Nonfiction Writing
Emphasis on writing the personal essay and other kinds of creative nonfiction, i.e., film reviews, travel writing, and descriptive writing. Students will complete at least one lengthy writing project of their own devising. Workshop, group discussion, and conferences. Prerequisite: English 230.

340 Writing Workshop
An intermediate creative writing course for skilled and experienced students who want increased proficiency. Prerequisite: English 240 or 241 or 242.

345 Neglected American Novels of the Nineteenth Century
A seminar on nineteenth-century novels not usually covered in typical surveys of the century. Course material will include novels by neglected writers such as Harold Fredric and Lydia Maria Child, along with some less-known works by major figures such as Melville and Stowe. Prerequisite: English 204.

351 Junior Colloquium: Gender and Literature
Novels by American writers who come from a range of social, economic, and ethnic experiences. Special emphasis on close reading and theoretical analyses. Concentration on African American women as they are variously represented by black and white, male and female writers. Authors may include Hemingway, Morrison, Stein, Stowe, Toomer, Walker, and Wright. (Meets GEC Cultural Diversity Requirement.) Prereqnisite: a 200-level American literature course.

352 Modern Irish Writers
A course in Irish fiction, poetry, and drama of the twentieth century, including works by Joyce, Beckett, Yeats, and Synge. We will explore questions of nationalism, language, and modernism in Irish literature and will consider the works in historical contexts.

400 Herman Melville
An advanced seminar examining Melville's fiction and poetry in the context of nineteenth-century American culture. Readings will include *Typee*, *Moby Dick*, *Israel Potter*, and "Baule Pieces." Prerequisites: English 204 and significant progress in the Classics of Literature Sequence.

401 John Milton
An intensive study of the poetry of Milton, with extended attention to *Paradise Lost*. Emphasis on the classical and Judeo-Christian context of Renaissance culture. Prerequisites: English 210 and 211.

402 Geoffrey Chaucer
An advanced course including study of *The Canterbury Tales*. Emphasis on Chaucer's earlier masterpiece *Troilus and Criseyde* as well as his dream-vision poems. Prerequisite: English 210.

403 Emily Dickinson
An advanced seminar on the poetry and letters of Emily Dickinson. Emphases on the cultural context of Dickinson's work and its critical reception. Prerequisite: English 204.

440 Advanced Writing Seminar/Tutorial
An advanced course in which each student completes a Senior Writing Project: a portfolio of work in either poetry, fiction, drama, or nonfiction prose. Group discussion and individual conferences. Intended for senior majors in the writing track. Prerequisites: (a) one course from English 230, 240, 241, or 242; and (b) English 330 or 340. (Meets GEC Senior Studies Requirement.)

450 Theory of Literature
Important critical modes and approaches to literature; an integrating experience for the senior major. (Meets GEC Senior Studies Requirement.)

English Courses Offered Less Frequently

203 American Literature I: Early American Literary Culture
The origins and growth of the American literary imagination from its beginnings in Puritan documents through major works of the early Romantics.

208 European Classics of the Late Eighteenth and Nineteenth Centuries
Readings in major nineteenth-century and early modern authors, e.g., Goethe, Balzac, Flaubert, Zola, Dostoevsky, Tolstoy, Ibsen, and Mann.

303 The Age of Satire: The Pope-Swift Circle
Principal neoclassical writers, including the Restoration dramatists and Dryden; the Augustans; Johnson, Fielding, and Sheridan.

342 History and Literature: Crises in England, 1485-1660

This course offers an interdisciplinary opportunity to investigate one seminal era. Basic topics to be covered include the "lost" world of the early modern family and social life; the English Reformation; the crisis of the aristocracy and the rise of the gentry; Renaissance heroism and "self-fashioning"; women's lives and literature; early modern biography and lyric subjectivity; Tudor and Stuart monarchy; the English Civil War; and the emergence of the scientific worldview. Prerequisite: either one English or one History course at the 200 level or above.

ENVIRONMENTAL STUDIES

Professor William Moskoff

Associate Professor Benjamin Goluboff

Associate Professor Jeffrey Sundberg (Chairperson)

Assistant Professor Brian Frey

Assistant Professor Anne Houde

Assistant Professor Joseph Yeh

Lecturer Herb Bronstein

Lecturer Cynthia Lucking

Environmental Studies is an interdisciplinary program that looks at the environment in many different ways. The environment can be studied as the set of natural systems that determine the health of the planet, or as the variety of ways humans have influenced the environment around them. The program values the perspectives of many different disciplines from the natnral sciences, social sciences, and humanities. Its majors learn a variety of ways to address environmental issues and the value of using an interdisciplinary approach to these topics. However, students are encouraged to build a set of disciplinary skills in addition to the broader exposure required by the major.

ENVIRONMENTAL STUDIES MAJOR

(No minor is currently available.)
Mathematics 150 (Introduction to Probability and Statistics) or Economics 130 (Economic Statistics); Biology 220 (Principles of Evolution and Ecology); Chemistry 110 (General Chemistry I) or Chemistry 102 (Chemistry and the Environment); Environmental Studies 200 (Interdisciplinary Approaches to Environmental Issues)

Two of the following:
Environmental Studies 210 (Environmental Ethics); Economics 210 (Microeconomic Theory); or any Politics courses at the 200 level.

Students are strongly encouraged to take the introductory biology sequence that leads to Biology 220 and to take Chemistry 110. Additional chemistry courses are also strongly recommended. These courses are prerequisites for many of the upper-level science courses in which Environmental Studies majors are often interested, and they are also considered desirable, often even reqnired, for many internships and career opportunities.

Additional requirements:
Four elective courses from the lists below, three of which must be from the same division.

Environmental Studies 400 or other course work appropriate to the senior studies requirement.

Students are urged to consult carefully with their advisors to design a program of study that best meets their interests and needs. Students are also encouraged to consider a research project, off-campus program, or internship as a way to further their studies. An internship cannot replace an elective course, but is in many cases an excellent complement to the student's course work. Students electing to major in Environmental Studies must choose a member of the Environmental Studies Program Committee for academic advising.

Elective courses in each division include the following:

Natural Sciences
Biology: 342 (Developmental Biology); 344 (Animal Behavior); 352 (Genetics); 362 (Biology of Green Plants); 382 (Marine Biology); 383 (Freshwater Ecology); 389 (Evolution)

Chemistry: 220 (Organic Chemistry I); 221 (Organic Chemistry II); 300 (Biochemistry)

Social Sciences
Economics 270
(Latin American Development)

Environmental Studies 340

Politics 321
(U.S. Energy and Environmental Policy)

Sociology and Anthropology 271
(Technology and Human Values)

Humanities
Art 220
(History of Architecture)

Environmental Studies 206, 240, 320, 365

History 263
(American Cities)

Philosophy 212
(Multicultural Approaches to the Environment)

200 Environmental Studies Interdisciplinary Approaches to Environmental Issues: Return of the Tall Grass Prairie
A combination classroom and field seminar in which students will examine the origin and ecological character of the original tall grass prairie, the impact of settlement on the prairie landscape during the 1800s, and current efforts aimed at preserving and restoring tall grass prairie in our area. Visits to nearby field sites (e.g., Lake Forest Open Lands, Liberty Prairie Conservancy, Fermi National Accelerator Laboratory prairie, Nachusa Grasslands, Chicago Botanic Garden) will be arranged where students can meet and talk with local experts on issues and practices surrounding the restoration and preservation of native prairie habitat. One meeting per week. Prerequisite: at least two of the first five reqnirements for the major (one may be taken concurrently). Limited to 14 students. Fall semester 1999. (Does not meet any GEC requirement.)

206 American Nature Writing
An historically organized survey of the various rhetorics through which nature has been understood by Americans from the Puritans to contemporary writers: the Calvinist fallen landscape, the rational continent of the American Enlightenment, conservation and "wise use," and preservation and "biodiversity." (Cross-listed as English 206.)

210 Environmental Ethics
Examination of relationships between human beings and nature, drawing on literature, religion, and natural science as well as philosophy. What views have shaped our current perceptions, concerns, uses, and misuses of the natural world? What creative alternatives can we discover? How can these be applied to the practical problems of environmental ethics? (Cross-listed as Philosophy 210.)

240 Religious Perspectives on Environmental Issues
The current environmental crises rest on a layer of philosophical and religious assumptions that are currently being challenged. Are human beings the center of the universe? Is humankind's mandate to dominate nature? Does nature belong to hnman beings or do human beings belong to nature? This course will address the relationships among the divine, the human, and the sphere of nature from various religious perspectives. (Cross-listed as Religion 240. Meets GEC Cultural Diversity Requirement.)

320 Landscape and Representation
This course explores the many moments in human history when landscape was a subject for representation. Drawing from a wide range of chronological periods and cultures, the course will examine how the natural environment is depicted, for which audiences it was depicted, the artistic strategies by which landscapes are achieved, and the many meanings and associations that accompany the production of landscape imagery. Prerequisite: one art history course or permission of the instructor. (Cross-listed as Art 320.)

340 Environmental and Natural Resource Economics
The course examines different economic theories regarding optimal use of renewable and nonrenewable resources, why market responses to pollution are typically unsatisfactory, and optimal pollution control. These theories are then applied to the real world, taking into consideration political and technological constraints. The impact of past and current policy on the environment will be studied, as will the potential impact of proposed legislation. Prerequisite: Economics 210 or permission of the instructor. (Cross-listed as Economics 340.)

365 American Thought
An examination of major currents of American thought with special emphasis on the ways that Americans have thought about their relationship with their environment: Puritanism, Jefferson and nature, Emerson and Thoreau's romanticism, Darwinism, the modern environmental movement. Prerequisites: History 120, 121, an introductory course in American literature, or permission of the instructor. (Cross-listed as History 365.)

400 Senior Seminar: World on Fire
An exploration of the environmental, cultural, and political implications of fire and fire management around the world. We will examine the role of fire as a villain and as a vector for natural renewal in African savannas, Brazilian rainforests and U.S. prairies and woodlands through readings, class discussion, guest speakers and writing assignments. Prereqnisite: Environmental Studies major with senior standing. Senior nonmajors nay enroll with permission of instructor if space exists.

490 Internships
Off-campus experience supervised by a faculty member.

499 Independent Study
Tutorials, research projects, and senior theses are available forms of independent study, with permission of an instructor.

FOREIGN LANGUAGES AND LITERATURES

Professor Pack Carnes
Japanese Language, Literature, and Culture. Folklore. Literature in Translation. German Language, Literature, and Culture.

Professor Jean-Luc Garneau
Linguistics. Littérature Québécoise. French Literature of the Twentieth Century. Translation.

[1]*Professor David George*
Spanish Language. Latin American Studies. Portuguese Language. Theatre. Translation.

Associate Professor C. Richard Fisher
Goethezeit. Modern German Literature. Literary Genres. Epic Literature. Comparative Studies.

Associate Professor Clayton Gray, Jr.
German Language. Medieval, Nineteenth- and Twentieth-Century German Literature. Comparative Literature. Russian and Italian Language.

Associate Professor Cynthia T. Hahn (Chairperson)
French Language. Francophone Literature of Quebec, Africa, and the Caribbean. French Literature of the Nineteenth and Twentieth Centuries. Translation. Business French.

[2]*Associate Professor George L. Speros*
Spanish Language. Peninsular Spanish Literature and History. Contemporary Spanish Politics.

Assistant Professor Lois Barr
Spanish Language. Latin American Literature. Peninsular Literature.

Lecturer William E. Kroll
Spanish Language.

[1]Sabbatical Leave of Absence Fall 1999
[2]Associate Provost and Associate Dean of the Faculty

The Department of Foreign Languages and Literatures offers course work in French, German, Japanese, and Spanish as well as occasional courses in Italian, Portuguese, and Russian. Students are expected to gain well-rounded knowledge of the literature, cultural history, and civilization represented by their chosen language as well as fluency in the skills of speaking, listening, reading, and writing in the language. It is further expected that students will learn to relate this knowledge and these skills to other studies in the liberal arts curriculum. In addition to advanced-level courses in literature, language, and culture taught in the target language, courses are offered in French, German, Japanese, and Spanish literature in translation. Courses in linguistics, civilization, and film are also available in English.

Advanced students may participate in the local internships available to those studying French, German, Japanese, or Spanish. Students of French and Spanish may also apply to the College's international internship/study-abroad programs in Paris, France, and Santiago, Chile. ACM programs provide an opportunity for study in Hong Kong, Tokyo, and Costa Rica. Please consult Internships and other Off-Campus Study Opportunities for details. Further information is available from the Coordinator of Study- Abroad Programs.

The Language Laboratory located in the Donnelley Library includes a computerized audiotape system and individual sound and video stations. There is also a computer cluster with Internet access for special instruction and language-related projects. Among the audio-visual materials available are foreign language films, beginning, intermediate, and advanced language tapes, and recorded music, drama, and poetry. Phi Sigma Iota, the Foreign Languages Honor Society, and foreign language clubs sponsor extracurricular activities and *Collage*, a magazine of student writing in the foreign languages.

365 American Thought
An examination of major currents of American thought with special emphasis on the ways that Americans have thought about their relationship with their environment: Puritanism, Jefferson and nature, Emerson and Thoreau's romanticism, Darwinism, the modern environmental movement. Prerequisites: History 120, 121, an introductory course in American literature, or permission of the instructor. (Cross-listed as History 365.)

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Off-campus experience supervised by a faculty member.

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Tutorials, research projects, and senior theses are available forms of independent study, with permission of an instructor.

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Japanese Language, Literature, and Culture. Folklore. Literature in Translation. German Language, Literature, and Culture.

Professor Jean-Luc Garneau
Linguistics. Littérature Québécoise. French Literature of the Twentieth Century. Translation.

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Spanish Language. Latin American Studies. Portuguese Language. Theatre. Translation.

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Goethezeit. Modern German Literature. Literary Genres. Epic Literature. Comparative Studies.

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Placement Exam

Entering students desiring to continue with a language studied at another institution, or with other prior foreign language training or experience, are required to take a placement examination to determine the level at which they should continue the language at college. Each year of secondary school study is assumed to be the equivalent of one semester at the college level. A student presenting, for example, two years of secondary school language credit may be expected to resume language study with the first semester course at the intermediate level (210).

Please Note: Completion of courses in a given order is essential for language study, especially at the 100-200 level. Students, freshmen in particular, should be ready to begin or resume their language study in the Fall semester, or they may lose a full year of study. A student must receive a grade of C or better in 212 or 220, or have the instructor's permission, in order to take courses numbered 300 or above. Some 300- and 400-level courses have prerequisites at the 300 level. Please consult the instructor or departmental chairperson.

The Department of Foreign Languages and Literatures strongly encourages all students who wish to undertake a major or minor course of study in any language to participate in a study-abroad program in an appropriate country. Students considering study abroad should begin language study as early as possible, preferably in their first semester at Lake Forest College. This is crucial to assure that students attain the high level of proficiency required by most programs by the time students apply for study abroad, usually prior to the junior year. The Lake Forest College international internship/study-abroad programs in Paris and Santiago require students to have completed two years plus one semester of language study before going abroad. The ACM programs in Hong Kong, Tokyo, and Costa Rica require at least two years of language training. We strongly recommend taking either French 312 or 320 for the Paris program and Spanish 312 or 320 for the Santiago program. Moreover, the ACM programs in Costa Rica and Japan are highly competitive, and experience has shown that acceptance into these programs, as well as the programs of other institutions with international bases, is more likely the greater the student's preparation in the language and culture of the destination country.

In addition to preparing themselves linguistically, students should structure their course of study in ways that best prepare them for international experience. Students wishing to pursue an internship in a foreign country are expected to have extensive background in the field in which the internship will be carried out. As a consequence, some students choose to major or minor both in a language and in another field such as history, politics, international relations, economics, and so on. Students who opt for a dual major must consult with academic advisors from both departments or programs in order to ensure a realistic, balanced, and meaningful course of studies.

Programs offered by Lake Forest College, affiliated ACM colleges, and many other institutions enable students to study languages and cultures in numerous countries on five continents. The most successful and beneficial study-abroad experiences are those for which the student has planned well and laid a strong foundation of language and culture study at the College. For further information, visit Jan Miller, the Coordinator of Study-Abroad Programs or talk to the departmental chairperson or other departmental faculty.

FOREIGN LANGUAGES AND LITERATURES MAJORS

A major may be obtained in French, German, or Spanish. A concentration in Japanese language, literature, and culture may constitute the primary focus of a major in Asian Studies. (Please see the description under Asian Studies.) Students are required to take a minimum of eight courses in the field of the major language, with credit given for one course on the 200 level and seven courses on the 300 and 400 levels. Students should consult with academic advisors to ensure that their major programs present a balance of courses in culture, advanced or specialized language study, and literature. A grade of C or better is required for credit in all major courses.

French

Majors have the option of replacing two courses with selections from the linguistics program, Foreign Civilization 300 (French 330), Foreign Civilization 333 (French 333), Foreign Civilization 334 (French 334) or Foreign Civilization 400, or French literature in translation. The Paris internship program offers four credits applicable to the major. The two credits for internship work may also be applied to another major, when approved by the major department.

German

German majors are expected to study at least one semester in a German-speaking country (Germany, Austria, or Switzerland). Preparations should be made early in the sophomore year for participation in a study-abroad program during the junior year. Department faculty will assist students in enrolling in an appropriate program. Majors have the option of replacing two courses with selections from the linguistics program, German film, or German literature in translation.

Spanish

Majors have the option of replacing two courses with selections from the linguistics program, Foreign Civilization 302 (Spanish 337) or 335 (Spanish 333) or 410, or Spanish, Latin, American, or Brazilian literature in translation. The Santiago internship program offers four credits applicable to the major. The two credits for internship work may also be applied to another major, when approved by the major department.

FOREIGN LANGUAGES AND LITERATURES MINORS

French

Prerequisite: French 110 and 112. Six courses required, generally distributed among offerings in language, literature, and culture. French 210 and 212 (waiver on basis of placement exam); French 312; plus one of the following: (a) a semester abroad in a French-speaking environment in a combination of three to four courses with a possible internship component (three credits given for study abroad at the discretion of the chairperson, with a qualifying exam if deemed advisable, or three credits from the Paris internship program) or (b) three courses from any French 300 or 400 level. One course in English from offerings listed for the major (such as French 330/FCIV 300, French 333/FCIV 333, or French 334/FCIV 334) may count toward the requirement. A grade of C or better is required for credit in all minor courses.

German

Prerequisite: German 110 and 112. Six courses required, generally distributed among offerings in language, literature, and culture. German 210, 212; two courses from 220, 311, 312, 410; two courses from 300, 350, 360, 370, 380, 400 or 240, 250, 260, 333. (German 300 is a prerequisite for 350, 360, 370, 380, 400.) One course in English from offerings listed here (such as German 240, 250, 260, 333) may count toward the requirement. Students are strongly encouraged to complete at least one semester of study in Germany. Up to three credits are given for study abroad at the discretion of the chairperson, with a qualifying exam if deemed advisable. A fourth credit may be given on the basis of course work abroad and an essay in German summarizing the student's studies, to be submitted to a member of the German faculty. A grade of C or better is required for credit in all minor courses.

Japanese

Prerequisite: Japanese 110 and 112 (or equivalent). Six courses required, distributed among offerings in language, literature, and culture. Japanese 210, 212; Japanese 220, 222; Japanese 310, 312; or two from the following: Japanese 205, 225, and 320 (these courses are in English). Participation in the ACM Program at Waseda University can count for two credits toward the minor. A grade of C or better is required for credit in all minor courses.

Spanish

Prerequisite: Spanish 110 and 112. Students must take at least one advanced course in each of the following areas: language or linguistics; literature; and culture or civilization or internship, plus an additional course selected from any of the above areas. A minimum of six courses is required from the following: Spanish 210 and 212 (waiver on basis of placement exam); one course from Spanish 220, 310, 312, 315, 320, 340, 415 or Linguistics 101, 109, 201 (taught in English); one course from Spanish 300, 310, 330, 335, 365, 370, 400, 480; one course from Spanish 305, 410, 420, 425, 480, 490 or internship in Chile, or Spanish 333 or Spanish 337 (taught in English); one elective. One course in English may count toward the requirement. A grade of C or better is required for credit in all minor courses.

FOREIGN CIVILIZATION COURSES

225 The Fable
This course will examine the idea and concept of a fable, why it is unique and so different from other forms of folklore and literature, its history, its ubiquitous nature, and its national characteristics. We will try to solve some of the many problems connected to the fable form by studying primarily the Aesopic form, but also, in summary, the Sumerian, Indian, Egyptian, and Chinese forms. Fables will be drawn from French, Spanish, English, American, Italian, Russian, German, Greek, and Japanese cultural contexts. We will tackle the problems of the motif transmigration, the stability of format across cultures, the interchangeability of characters, the absolute persistence of subtext, and the polyvalence of the form. (Cross-listed as Literature in Translation 226. Meets GEC Cultural Diversity Reqmirement.)

227 Introduction to Germanic Foklore
This course, taught in English, investigates the folkore and the study of folkloristics in Germany, studying the major elements of folkore found there. A number of aspects of Germanic folk narratives (folktales, the wonder tale, legends, myths, personal narratives), the proverb, material culture (toys, binding wheat, wine glasses, dolls, automobiles, etc.), religion, festivals, folk music, costuming, dances, food, and other elements will be discussed. (Cross-listed as German 227. Meets GEC Cultural Diversity Requirement.)

300 France and the French-Speaking World
This colloqmium is taught in English and will cover a variety of topics. Its purpose is to familiarize students with the civilization, culture, history, politics, and society in France and in the French-speaking world. Prerequisite: sophomore standing. (Cross-listed as French 330. Meets GEC Cultural Diversity Requirement.)

302 The Latin American World
Taught in English. A study of native peoples of American Indian civilizations: historical, political, sociological, and literary. Course materials include readings and lectures on a wide variety of topics, discussions, films, videos, slides, and music. Students with a knowledge of Spanish and/or Portuguese may work with bilingual materials. May be applied toward the Spanish major. (Cross-listed as Spanish 337. Meets GEC Cultural Diversity Requirement.)

333 Exploring French Culture through Film
This course examines contemporary French cultural perceptions through a variety of cinematic examples taken from French films. Cultural analysis will include discussions of French history, literature, politics, geography, and music. In addition, the topic of "remaking culture" through film is addressed, as the current wave of cinematic remakes invites cross-cultural comparisons between the United States and France. The course will examine major French directors and their cinematic portrayals of the French, as well as documentaries and filmed interviews, and will analyze the "authenticity" of the portrait they produce of French society. Prerequisite: sophomore standing (Cross-listed as French 333. Meets GEC Cultural Diversity Requirement.)

334 Exploring French Literature through Film
This course will examine French literary works, both historical and contemporary, through a variety of cinematic examples taken from French films. This course will compare the expression of theme, character, and plot structure in written literature (plays and narratives) and in corresponding cinematic adaptations. The course will also address whether the author's literary style is reflected in or displaced by the cinematic style of French "auteurs" (film directors) studied. The question of translation across genres (literature to film), across language and culture (example of American remakes), and across history (a historical period depicted in a modern cinematic era) will also be discussed. This course is taught in English. (Cross-listed as French 334. Meets GEC Cultural Diversity Requirement.)

335 Film and History in Spain and Latin America
The course examines the ways in which the media and popular culture shape the public perception of significant events and political movements in Spain and Latin America. Possible topics are suggested by polemical issues that have also been the subject of a large body of film and fiction, such as the Spanish Civil War, the legacy of Perón, and Castro and Cuba. The basic format will be lecture/discussion. Readings will include fiction, speeches, and periodical press of the time as well as historical studies. Assignments will include short essays, oral presentations, and a final research paper. The course will be taught in English, but those speaking Spanish may use materials in that language for their papers and presentations. The course offers students the chance to form a critical perspective on popular communications media. (Cross-listed as Spanish 333. Counts toward the Spanish major and minor. Meets GEC Cultural Diversity Requirement.)

380 Seminar in Latin American Studies: Literature, Film, and Society
This course is an interdisciplinary study of Latin American societies, focusing on literary and cinematic production from multiple perspectives: artistic, historical, political, and socioeconomic. The seminar will highlight the magisterial artistic achievements of Latin American novelists and the film adaptations of their novels. It will scrutinize the links between sociopolitical events and artistic production. Seminar materials will include readings, lectures, discussions, film, and video. The seminar will be conducted in English but students may choose to read texts and/or write papers in Spanish or Portuguese. (Cross-lisred as Spanish 380. Meets GEC Cultural Diversity Requirement.)

400 Seminar on French Society and Culture
(Paris, France) This course will combine classroom study with visits to cultural, political, educational, and economic institutions. It is organized along thematic lines to deal with such topics as the French political tradition, education in modern France, the French economy in the European Economic Community, religion in France, and the Parisian metropolis. (Offered ouly in Paris. Meets GEC Cultural Diversity Requirement.)

410 Chile in the Twentieth Century
(Santiago, Chile) This course, offered in Spanish at the Universidad Diego Portales for participants in the Lake Forest College program, will explore the principal themes of Chilean development during the twentieth century in three settings: (1) Chile from the end of the nineteenth century to the beginning of the twentieth century; (2) Chile from 1950 to 1973; (3) current problems and perspectives. Topics to be covered include history, literature, economics, the move from rural to urban society, crisis in Chilean democracy and the military government (1973-1988), consolidation of democracy in Chile from a Southern Cone perspective, and the role of women in Chilean society and politics. (Cross-listed as Spanish 410. Meets GEC Cultural Diversity Reqmirement.)

420 Latin American Identities
A study of the diverse ethnic and religious groups in Latin America today. The course will focus on the cultural contributions of indigenous groups, the Afro-American peoples, nineteenth-century waves of immigration from Europe and Asia, and the burgeoning influence of Protestant groups. Sources will include testimonial works, fiction, journalistic essays, and documentary and feature films. Students will present reports, write a research paper, and discuss readings and films. Prerequisite: permission of the instructor. (Cross-listed as Latin American Studies 480. Meets GEC Cultural Diversity Requirement.)

FRENCH COURSES

110, 112 Beginning French I, II
French 110 is designed to develop the smdent's ability to aurally comprehend, speak, read, and write basic controlled patterns of the French language. French 112 is a continuation of 110 and culminates in readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure. Prerequisite for French 112: placement exam or a grade of C or better in French 110.

210 Intermediate French: Cultural Emphasis
A course designed to afford the student a systematic review of all the basic elements of French grammar, implemented with culture-based readings and exercises, with a view to preparing the student for more sophisticated courses in language, literature, and culture.

Classroom work supplemented by laboratory exercises. Prerequisite: French 112 or the equivalent of one year of college French and placement exam.

212 Advanced Intermediate French: Literary Emphasis
A course designed to initiate the student to critical reading and thematic discussion of selected works of French fiction and expository prose. This course includes a strong emphasis on writing; a review of grammar topics, vocabulary building, and the organization and presentation of ideas in written form in French will be emphasized through a variety of writing assignments related to the literature studied. Prerequisite: French 210 or placement exam.

250 French Literature in Translation: Québec Literature
This course will provide students with an overview of Québec literature in the twentieth century (poetry, prose, drama to include such well-established writers as Roy, Carrier, Thériaulr, Hébert). The literature will provide a forum for discussion of the history, current political events, and the questions of language, cultural association, and national identity in Québec. Both French and English copies of the texts will be available so that students may read course material in either language. (Cross-listed as Literature in Translation 201. Meets GEC Cultural Diversity Requirement.)

265 French Literature in Translation: Camus: Philosopher of the Absurd
A study of Camus's philosophy of the absurd as presented in his writings from the individualistic revolt of *The Stranger* to the collective revolt expressed in *The Plague*. We will also address Camus's view of the conscience of modern man in *The Fall*. The evolution of Camus's style will be studied in the six short stories presented in *Exile and the Kingdom*. (Cross-listed as Literature in Translation 265. Meets GEC Cultural Diversity Requirement.)

300 Introduction to Reading Literature in French
This course is designed to prepare students for serious reading and analysis of literary texts in French. It is an introduction to the concepts of literary criticism and *explication de texte* and will familiarize the student with the vocabulary of literary analysis. The texts are chosen from the three major literary genres: poetry, prose, and drama. All lectures, discussions, and assignments are in French. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

301 Medieval to Romantic
A topical survey of major French writers and literary movements from the medieval to the romantic period. Readings may be chosen to focus attention on a particular theme or problem linking different periods and styles. Among the authors studied: Villon, Rabelais, Montaigne, Pascal, Descartes, Voltaire, Diderot, Rousseau. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

302 Modern Period
A study of the literary movements and figures that have characterized the nineteenth and twentieth centuries, an age of individualism, industrialism, and the Great Wars, with a special emphasis on particular themes or problems. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

305 Introduction to French Culture
Study of the language through an introduction to French culture. The course aims at familiarizing students with the history, current trends, and mentality of the French while enriching their understanding of the language. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

310 Topics in Linguistics: Phonetics
This course will cover such topics as phonetics, morphology, syntax, lexicology, and semantics. It introduces these systems in their application to the French language. Prerequisite: French 212 or 220.

311 Grammar, Syntax, and Style
Preparation for graded writing exercises and free composition through study of sentence structure. Complete review of grammar. Translation and study of excerpts of different writing styles from accomplished French encourages development of appropriateness in choice of words and sense of style. Prerequisite: French 212.

312 Oral Proficiency
Oral and written work for students who have already reached an intermediate level of competency in oral and written expression. This course will deal with familiar and formal

French. Vocabulary and idioms are taught in a conversational context. Smdents familiarize themselves with the expressive gestures used by the French and the colloquial expressions that accompany them. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

315 Technical and Literary Translation
An introduction to the theories and practice of translation from French to English and English to French. Students familiarize themselves with vocabulary used in newspaper and magazine articles on current topics of interest (politics, the economy, etc.), in advertising, in cartoons, and in selected poetry and prose. The arts of interpreting and dubbing or subtitling will also be explored. Prerequisite: French 311 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

320 French for International Affairs
This course offers a basic grasp of the political, economic, and social systems of contemporary France. It provides an understanding of cultural differences and similarities and prepares students to follow and discuss French affairs intelligently. It includes concurrent emphasis on vocabulary building, conversation practice, and acquisition of expressions and idioms necessary for everyday transcultural contact. Particularly recommended for students who are thinking of careers in economics, business, politics, and international relations. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

330 France and the French-speaking World
This colloquium is taught in English and will cover a variety of topics. Its purpose is to familiarize students with the civilization, culture, history, politics, and society in France and in the French-speaking world. Prerequisite: sophomore standing. (Cross-listed as Foreign Civilization 300. Meets GEC Cultural Diversity Requirement.)

333 Exploring French Culture Through Film
This course examines contemporary French cultural perceptions through a variety of cinematic examples taken from French films. Cultural analysis will include discussions of French history, literature, politics, geography, and music. In addition, the topic of "remaking culture" through film is addressed, as the current wave of cinematic remakes invites cross-cultural comparisons between the United States and France. The course will examine major French directors and their cinematic portrayals of the French, as well as documentaries and filmed interviews, and will analyze the "authenticity" of the portrait they produce of French society. Prerequisite: sophomore standing. (Cross-listed as Foreign Civilization 333. Meets GEC Cultural Diversity Reqmirement.)

334 Exploring French Literature through Film
This course will examine French literary works, both historical and contemporary, through a variety of cinematic examples taken from French films. This course will compare the expression of theme, character, and plot structure in written literature (plays and narratives) and in corresponding cinematic adaptations. The course will also address whether the author's literary style is reflected in or displaced by the cinematic style of French "auteurs" (film directors) studied. The question of translation across genres (literature to film), across language and culture (example of American remakes), and across history (a historical period depicted in a modern cinematic era) will also be discussed. This course is taught in English. (Cross-listed as Foreign Civilization 334. Meets GEC Cultural Diversity Requirement.)

340 Advanced French for International Affairs
(Paris, France) An intensive conversation, composition, and vocabulary-building course. Offered in Paris for students participating in our international internship program. After the first four weeks, the course will concentrate on problems of communication students encounter on the job. (Meets GEC Cultural Diversity Requirement.)

370 French Poetry
An analysis of works representative of crucial moments in the history of French poetry. The essentials of French versification are stressed, as well as the distinctive character of the various forms within the genre. May be repeated for credit. Prerequisite: One 300-level course in French. (Meets GEC Cultural Diversity Requirement. May be taken by French majors to meet GEC Senior Studies Requirement).

401 Special Studies: The Role of Women in African Literature of French Expression
This course will address various roles (social, symbolic, historical) with which the women of

Africa have been associated in twentieth century Arab and Black African poetry and prose (in French) hy both women and men. Critical texts explaining cultural attitudes and practices supplement the literature. Prerequisite: one 300-level course in French. (Meets GEC Cultural Diversity Requirement.)

410 Creative Composition and Stylistics
Analysis of style in selected French writers. Stylistic analysis of translations. Intensive work in creative original composition of prose, poetry, and drama. Prerequisite: French 311, 315, or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

460 French Narrative
Reading and discussion with a view to increasing appreciation of several related novels, works of shorter fiction, or essays. The works are selected for their value as turning points in the nnderstanding of the art of prose fiction and as examples of a particular stage in the development of that art. May be repeated for credit. Prerequisite: One 300-level course in French. (May be taken by French majors to meet GEC Senior Studies Requirement.)

480 Senior Seminar: Translation, Textual Analysis, Cultural Studies
The capstone course for the French major will provide an intensive investigation of the three areas of translation, textual analysis, and cultural studies applied to individualized student research projects and seminar exercises. Prerequisite: junior standing, French major.

490 Internship
On-site training in spoken and written French. Students are assigned ro such organizations as the French Government Tourist Office, The Alliance Française, and the Services Culturels Français, all located in Chicago. (Meets GEC Cultural Diversity Requirement.)

494 Senior Thesis
The thesis allows students to do in-depth research and to develop an original thesis on a topic in French literature, literatures of the French-speaking world, French civilization, or linguistics. (Offered as required.)

French Courses Offered Less Frequently

220 Conversation and Composition
Oral work for the student already possessing a working knowledge of French grammar. This course is designed to improve the linguistic competence of the student on several levels: practical necessities, social situations, and exchange of ideas. Sketches, exposés, dialogues, and discussions will constitute the bulk of classroom activities.

350 French Theatre
A close reading and discussion of several plays designed to give a clear sense of the development and richness of French theatre. Emphasis is placed on literary history, esthetics, and special questions in dramatic theory. May be repeated for credit. (Meets GEC Cultural Diversity Requirement.)

355 Play Production in French
The course comprises the staging of scenes from French plays. No theatrical experience of any kind is necessary to participate. The course consists of intensive practice in French diction, rehearsals to create group unity and confidence, readings in French and/or Québécois drama or comedy, and the staging of scenes at the end of the semester. The course provides intensive practice in all phases of spoken French and insights into the literature and culture of the French-speaking world. Prerequisite: One 300- or 400-level French course.

400 Special Studies: Québec Literature
This course will provide an overview of the development of Québec literature in French during the twentieth century. Reading selections include poetry, prose, and drama. Literary themes such as provincial independence, the status of the French language, and the changing Québec mentality are addressed. Prereqnisite: One 300-level course in French. (Meets GEC Cultural Diversity Requirement.)

415 Dialects and Dialectology—Provençal, Québécois, Créole
An introduction to the study of dialects and dialectology. Starting with a knowledge of standard French, students will learn how to read dialectal texts and study phonological, lexical, and syntactic variations. Prerequisite: Linguistics 101. (Meets GEC Cultural Diversity Requirement.)

430 French Authors
The work of selected French writers, studied in depth. (Meets GEC Cultural Diversity Requirement.)

GERMAN COURSES

110, 112 Beginning German I, II
Intensive training in the aural comprehension, speaking, reading, and writing of German, combined with an introduction to the culture of the German-speaking countries. The two-semester sequence provides a basic active command of the patterns and essential vocabulary for conversation and writing, while developing the student's ability to read text passages with accurate comprehension. Prerequisite for German 112: placement exam or a grade of C or better in German 110.

210 Intermediate German
Practice in reading contemporary fiction and expository prose to develop reading ease and accurate comprehension beyond the elementary level. Classroom discussions and guided compositions, review of grammar topics, lab exercises. Prerequisite: German 112 or the equivalent of one year of college German and placement exam.

212 Advanced Intermediate German
Additional practice in reading contemporary fiction and expository prose. Classroom discussions, further review of grammar topics as needed.

220 Conversation and Composition
Practice in guided and free conversation on a variety of subjects in order to increase the student's competency in the spoken language. Compositions ranging from personal biographies to analyses of film, opera, and current affairs hone the student's skills in writing German. Regular study of idioms and vocabulary, supported by an intensive review of grammar patterns. Textual and visual resources include videos, magazines, and the Internet.

227 Introduction to Germanic Foklore
This course, taught in English, investigates the folkore and the study of folkloristics in Germany, studying the major elements of folkore fonnd there. An number of aspects of Germanic folk narratives (folktales, the wonder tale, legends, myths, personal narratives), the proverb, material culture (toys, binding wheat, wine glasses, dolls, automobiles, etc.), religion, festivals, folk music, costuming, dances, food, and other elements will be discussed. (Cross-listed as Foreign Civilization 227. Meets GEC Cultural Diversity Requirement.)

240 German Literature in Translation: Modern Masters of German Literature
The identity crisis of early twentieth-century Europe reflected in the works of such German writers as Hesse, Kafka, and Mann. Study of selected works (including *Steppenwolf, The Trial, Death in Venice*) and their relationship to conremporary trends in Central European culture. All readings, assignments, discussions, and papers are in English. (Cross-listed as Literature in Translation 203. Meets GEC Cultural Diversity Requirement.)

250 German Literature in Translation: The German Novel
Development of the German novel; representative works by Goethe, Fontane, Mann, Hesse, Kafka, Böll, Grass, Walser. Readings and discussion in English. No knowledge of German reqnired. (Cross-listed as Literature in Translation 208. Meets GEC Cultural Diversity Requirement.)

260 German Literature in Translation: The German Novella
In German literature the novella constitutes a distinct form of literary art. Its developmenr will be traced from Romanticism to contemporary literature, from E. T. A. Hoffman to Günter Grass. (Cross-listed as Literature in Translation 207. Meets GEC Cultural Diversity Requirement.)

300 Introduction to German Literature
Introduction to literary forms and methods of analysis and interpretation of German lirerature. Reading and discussion of poems from the medieval era to the present time, origin and development of the German drama, and analysis and interpretation of the German narrative. Major movements, themes, and types in German literature of the last three centuries. Readings and discussions in German of selected texts will increase fluency, build vocahulary, and introduce students to literary criticism in German. Prerequisite: German 220 or consent of the instructor. This course or equivalent is a prerequisite for all literature courses in German.

311 Advanced Grammar and Translation
Study of grammatical structures as preparation for writing in a sophisticated style. Methods and techniques of translation and practice in translating from English into German and from German into English. Prerequisite: German 212 or 220 or consent of the instructor.

312 Oral Proficiency
Intensive practice in directed and free conversation on various subjects that reflect the interest of the participants. Concentrated study of idioms, everyday spoken German, and selected grammatical patterns and paradigms needed for oral proficiency. Discussions, debates, dialogues, and sketches constitute essential parts of the course; equally diverse supporting materials will be drawn from newspapers, magazines, and films. Prerequisite: German 220 or equivalent or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

333 Modern German Film
A study of the German film after World War II. Course will deal with films (subtitled in English) by such noted filmmakers as Rainer Werner Fassbinder, Werner Herzog, and Wim Wenders. Readings, lectures, and discussions in English. No previous film course is required. Those majoring in German may take the course for credit in German by writing papers in German. (Meets GEC Cultural Diversity Requirement.)

360 German Literature I: Eighteenth Century: Enlightenment, Storm and Stress, Classicism
The first of the three-term sequence in the German tradition, in which such major figures as Lessing, Goethe, and Schiller are studied. (Meets GEC Cultural Diversity Requirement.)

370 German Literature II: Nineteenth Century: Romanticism, Realism, Naturalism, Impressionism
Further study of the German tradition through the nineteenth century from the Romantic era to Modernism, including such writers as Heine, Fontane, Hauptmann, and Schnitzler. (Meets GEC Cultural Diversity Requirement.)

380 German Literature III: Twentieth Century: Expressionism to the Present
The last of the sequence, focusing on the twentieth century with special emphasis on literary development in the Federal Republic of Germany, the former Democratic Republic of Germany, Austria, and Switzerland. (Meets GEC Cultural Diversity Requirement.)

400 Special Studies
One author, theme, movement, or group of works in German literature studied in depth. (Offered as required. Meets GEC Cultural Diversity Requirement.)

410 Creative Composition and Stylistics
Practice in writing and revision of expository prose. Free composition, stylistic analysis, exercises in translation. The format is flexible and will be adjusted to serve the goals of enrolled students. (Meets GEC Cultural Diversity Requirement.)

480 German Senior Seminar
An intensive investigation of a significant topic in literature, literary criticism, literary theory, or cultural studies. Topics to be announced. (Offered as required. Meets GEC Cultural Diversity Requirement.)

490 Internship
On-the-spot training in spoken and written German. Students are assigned to such organizations as the German Government's Tourist Office or the German Chamber of Commerce, located in Chicago. (Meets GEC Cultural Diversity Requirement.)

494 Senior Thesis
The thesis allows students to do in-depth research and to develop an original thesis on a topic in literatures of the German-speaking world; German, Swiss, or Austrian civilization; or cultural studies. Exceptional theses may earn honors. (Offered as required.)

German Courses Offered Less Frequently

305 Culture of the German-Speaking Countries
The culture, life, and letters of the Federal Republic of Germany, the former German Democratic Republic, Austria, and Switzerland in the context of the geography and history of Central Europe. Reading selections, musical recordings, films, and other visual materials.

315 Technical Translation
An introduction to the theories of translation. Students familiarize themselves with the vocabulary of technical texts dealing with business, law, politics, art, literary criticism, mathematics, and philosophy. Prerequisite: German 212 or equivalent.

320 German for International Affairs
An introduction to the specialized vocabulary and styles that are peculiar to the conversational and written German of international affairs. Vocabulary building, practice in conversation, and acquisition of expressions and idioms necessary to handle oneself competently in everyday transcultural contacts. Particularly recommended to students whose career goals are economics, business, politics, and international relations.

350 The Modern German Theatre
Works by leading playwrights in the context of changing styles and trends in stage production, from naturalism to the present decade: Hauptmann, Wedekind, Schnitzler, Hofmaunsthal, Kaiser, Brecht, Dürrenmatt, Handke, and others.

ITALIAN COURSES

110, 112 Beginning Italian I, II
Italian 110 and 112 are intended to develop listening, reading, writing, and speaking skills on an introductory Italian level as well as expose students to Italian culture. The two-semester sequence also provides them with the opportunity to perfect their pronunciation by laboratory work and to build vocabulary by the use of readings. Successful completion of the sequence provides a solid foundation for further study of the language or a basis for its use in other fields. Prerequisite for Italian 112: Italian 110 or permission of the instructor.

JAPANESE COURSES

110, 112 Beginning Japanese I, II
An introduction to the forms of spoken Japanese. Most of the fundamental structures are covered in Japanese 110 and 112, together with writing practice in the *hiragana* syllabary and some basic *kanji*. 112 is a continuation of 110. Lab work is an integral part of the sequence.

205 Modern Japanese Prose in Translation
This course will deal with modern Japanese prose in all its major forms. The major novels and short stories of Kawabata, Tanizaki, Mishima, Abe, Ibuse, Murakami, and others will be read. Consideration will be given to dramatic forms and *setsuwa*-like works. Emphasis on literature, but background studies will be used to place the literature into its context and to describe the relationship of modern Japanese literature to world literature. (Cross-listed as Literature in Translation 205. Meets GEC Cultural Diversity Requirement.)

210 Intermediate Japanese
This course will continue the fundamentals of Japanese conversation begun in the first-year series, Japanese 110 and 112, and continue work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes meet daily and will be supplemented with work in the language laboratory and daily written work. There are weekly quizzes, a mid-term, and a final, all with both a written and an oral component. Prerequisite: Japanese 112 or consent of the instructor.

212 Advanced Intermediate Japanese
A continuation of the Japanese language fundamentals begun in Japanese 110, 112, and 210. Extensive practice in oral expression and increasingly stronger emphasis on reading and writing, with an extensive use of audio and video materials. There are weekly quizzes, a midterm, and a final, all with both an oral and a written component. Prerequisite: Japanese 210 or consent of the instructor.

220, 222 Conversational Japanese I, II
Practice in oral proficiency in group conversational contexts and other exercises in spoken Japanese. Idioms, colloquial and polite forms, and contrasts with the written language will be stressed. Classroom discussions of contemporary texts and practical social situations will be balanced with a review of structures.
Prerequisite: Completion of Japanese 210-212 or current enrollment in that sequence. (Meets GEC Cultural Diversity Requirement.)

225 Introduction to Japanese Folklore
This course introduces the student to the folklore, traditional materials, and culture of Japan. It will cover orally transmitted culture from *densetsu* (legends), *mukashibanashi* (other types of folktales), games and recreations, practices,

ritual behavior, and other overt manifestations of folk belief systems—in short, the folklore of the nation in selected forms. In addition, special attention is focused on a few subjects: for festivals, the *Gion Matsuri* is studied; games and recreations are highlighted by children's games, religious practices by a study of the 49th-day memorial service for the dead, and customary action by the folklore of tea; and the use of folktales in modern-day commercials underlines the traditional folktales of Japan. (Cross-listed as Literature in Translation 225. Meets GEC Cultural Diversity Requirement.)

310, 312 Advanced Japanese I, II
This course is designed to complete the study of the basic structures of Japanese and to provide an inrensive beginning toward reading and writing Japanese. Classroom work in structures and drills will be supplemenred with language laboratory work and weekly writing assignments. Mechanics also include daily conversational and guided writing practice, *kanji* work, and further work on idioms of sexually dimorphic grammar. Prerequisites: Japanese 210–212. (Meets GEC Cultural Diversity Requirement.)

320 Japanese Religion and Culture
This course is an introduction to the main currents of Japanese religion as they inrersect with specific features of Japanese culture. Shinto, Buddhism, and other religious systems will be studied with special reference to their reflexes, such areas as art, literature, and music on the one hand and governmental forms, societal movements, kinship relations, and the like on the other. Selected topics include folk religion and the festival and the so-called "new religions" and their impact on modern Japanese society. (Meets GEC Cultural Diversity Requirement.)

330 The Japanese Film
This course will range from classic Kurosawa films to modern comedies and pop-culture films. Some ten films in all, with discussions and introductory lectures. The lectures trace the history of filmmaking in Japan and sketch in some of the influences Japanese films have had on filmmaking in the rest of the world, and, perhaps more importantly, the effect these films have had on the image of Japan overseas. (Meets GEC Cultural Diversity Requirement.)

410, 412 Reading and Writing Japanese
Japanese 410 and 412 are designed to accommodate students who have already worked through the first three years of training in Japanese or who have otherwise worked through the basic structures of Japanese. In these courses, the student will begin an intensive study of the writing system of Japanese. The focus will be on reading newspaper materials and short prose pieces and will concentrate on learning some 500-600 new *kanji* and practicing structures peculiar to written Japanese as opposed to spoken forms. Prerequisite: Japanese 310, 312, or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

LINGUISTICS COURSES

101 Descriptive Linguistics
Principles and techniques of descriptive linguistics as seen through different schools of linguistics, from structuralism to modern transformational and stratificational theories. Taught in English.

109 Common Ancestry: The Evolution of Europe's Languages
Once upon a time almost all of the languages of Modern Europe—English, German, French, Greek, Russian, etc.—were a single language family. How did they come to be so different today? Factors such as historical events and social change have played a considerable role, but it is the very nature of language itself to change. We will look at some basic principles of linguistics, consider in broad outline the history of Europe, and call on the experiences of New World immigrants to examine and help illustrate how languages evolve. No knowledge of any foreign language is necessary.

201 Linguistics and Literature
A consideration of the major linguistic theories and their implications and relations to literary criticism. Special emphasis on applications to literary criticism of transformational grammar, stratificational grammar, and tagmemics. Discussion and critical appraisal of the value of such approaches to literary analysis. Taught in English.

LITERATURE IN TRANSLATION COURSES

201 French Literature in Translation: Québec Literature
This course will provide students with an overview of Québec literature in the twentieth century (poetry, prose, drama to include such well-established writers as Roy, Carrier, Thériault, Hébert). The literature will provide a forum for discussion of the history, current political events and the questions of language, cultural association and national identity in Québec. Both French and English copies of the texts will be available so that students may read course material in either language. (Cross-listed as French 250. Meets GEC Cultural Diversity Requirement.)

202 Contemporary Spanish American Narrative in Translation
In the second half of the twentieth century, the narrative fiction of Spanish American writers exploded onto the international literary scene. This course focuses on the precursors of the so-called "boom" (Borges and others), its major figures (Cortázar, Fuentes, García Márques, Vargas Llosa, and others), as well as its more recent counterparts (Allende and others). Special consideration is given to the aesthetic, historical, and ideological importance of these authors and their works. (Meets GEC Cultural Diversity Requirement.)

203 German Literature in Translation: Modern Masters of German Literature
The identity crisis of early twentieth-century Europe reflected in the works of such German writers as Hesse, Kafka, and Mann. Study of selected works (including *Steppenwolf, The Trial, Death in Venice*) and their relationship to contemporary trends in Central European culture. All readings, assignments, discussions, and papers are in English. (Cross-listed as German 240. Meets GEC Cultural Diversity Requirement.)

205 Modern Japanese Prose in Translation
This course will deal with modern Japanese prose in all its major forms. The major novels and short stories of Kawabata, Tanizaki, Mishima, Abe, Ihuse, Murakami, and others will he read. Consideration will be given to dramatic forms and *setsuwa*-like works. Emphasis on literature, but background studies will be used to place the literature into its context and to describe the relationship of modern Japanese literature to world literature. (Cross-listed as Japanese 205. Meets GEC Cultural Diversity Requirement.)

207 German Literature in Translation: The German Novella
In German literature the novella constitutes a distinct form of literary art. Its development will be traced from Romanticism to contemporary literature, from E. T. A. Hoffman to Günter Grass. (Cross-listed as German 260. Meets GEC Cultural Diversity Requirement.)

208 German Literature in Translation: The German Novel
Development of the German novel: representative works by Goethe, Fontane, Mann, Hesse, Kafka, Böll, Grass, Walser. Readings and discussion in English. No knowledge of German required. (Cross-listed as German 250. Meets GEC Cultural Diversity Requirement.)

209 Brazilian Literature in Translation
A study of selected Brazilian authors from various literary movements and periods. Special consideration will be given to the historical and cultural contexts in which their works were written. Comparisons will be made with the literature of other Latin American countries. Students with a knowledge of Portuguese may work with bilingual materials. An extra hour will be arranged for students interested in practicing their Portuguese. (Cross-listed as Spanish 339. Meets GEC Cultural Diversity Requirement.)

210 Don Quijote and Imperial Spain
This course will study Cervantes's comic masterpiece in English translation. Focus will be on Cervantes's art, on analytical perspectives, and on historical background. Comparisons will be made with reinterpretations of *Don Quijote*, such as films and drawings. (Meets GEC Cultural Diversity Requirement.)

224 The Forms of Folklore
This course introduces the student to folklore forms in which traditional culture is found. These forms range from folk speech forms (jokes, anecdotes, legends, etc.) through various communal activities (festivals as an example of a macroform, or a matrix for simpler forms) to the more obvious manifestations of folk belief systems (religion, medicine, customary actions,

etc.), and will concentrate on general theories of traditional behavior and artifacts as well as a few special forms and their relationship to culture in general. This is an introduction to folkloristics and more general culture studies insofar as they deal with traditional materials. The course will provide a solid base from which more complex or specialized folklore studies might be pursued. (Meets GEC Cultural Diversity Requirement.)

225 Introduction to Japanese Folklore
This course is an introduction to the folklore, the traditional materials, and culture of Japan. It covers orally transmitted culture from *densetsu* (legends), *mukashibanashi* (other types of folktales), games and recreations, practices, ritual behavior, and other overt manifestations of folk belief systems—in short the folklore of the nation in selected forms. In addition to the general folklore of Japan, special attention is given to a few subjects: the *Gion Matsuri* is studied for festivals; games and recreations are highlighted by two children's games, religious practices by a study of the 49th-day memorial service for the dead, and customary action by the folklore of tea; and the use of folktales in modern-day commercials underlines the traditional folktales of Japan. (Cross-listed as Japanese 225. Meets GEC Cultural Diversity Requirement.)

226 The Fable
This course will examine the idea and concept of a fable, why it is unique and so different from other forms of folklore and literature, its history, its ubiquitous nature, and its national characteristics. We will try to solve some of the many problems connected to the fable form by studying primarily the Aesopic form, but also, in summary, the Sumerian, Indian, Egyptian, and Chinese forms. Fables will be drawn from French, Spanish, English, American, Italian, Russian, German, Greek, and Japanese cultural contexts. We will tackle the problems of the motif transmigration, the stability of format across cultures, the interchangeability of characters, the absolute persistence of subtext, and the polyvalence of the form. (Cross-listed as Foreign Civilization 225. Meets GEC Cultural Diversity Requirement.)

265 French Literature in Translation: Camus: Philosopher of the Absurd
A study of Camus's philosophy of the absurd as presented in his writings from the individualistic revolt of *The Stranger* to the collective revolt expressed in *The Plague*. We will also address Camus's view of the conscience of modern man in *The Fall*. The evolution of Camus's style will be studied in the six short stories presented in *Exile and the Kingdom*. (Cross-listed as French 265. Meets GEC Cultural Diversity Requirement.)

RUSSIAN COURSES

110, 112 Beginning Russian I, II
An introduction to the Cyrillic alphabet and the pronunciation and grammar of Russian. The two-semester sequence will stress the four basic skills, reading, writing, listening, and speaking, in order to provide the student with a basic command of the language. Laboratory exercises. Russian culture also constitutes a part of the course.

210, 212 Intermediate Russian I, II
Continuation of the study of the four basic skills begun in first-year Russian. The two-semester sequence includes more extra-textual readings (e.g., newspapers) and there is a greater emphasis on extensive conversation and composition. (Russian 210 in the Fall and Russian 212 in the Spring are offered as tutorials.)

310, 312 Advanced Russian I, II
This course gives students further practice in aural comprehension, reading sophisticated texts, writing regular essays on a variety of subjects, and advanced conversation. In addition to texts, students work with newspaper articles and other supplementary material such as films. Offered as tutorials. (Meets GEC Cultural Diversity Requirement.)

SPANISH COURSES

110, 112 Beginning Spanish I, II
Spanish 110 is designed to develop the student's ability to listen to, speak, read, and write basic controlled patterns of the Spanish language. Spanish 112 is a continuation of 110 and culminates in graduated readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure and the mores of Spanish-speaking cultures. Lab work is an integral part of the series. Prerequisite for Spanish 112: placement exam or a grade of C or better in Spanish 110.

210 Intermediate Spanish
Practice in reading contemporary fiction, expository prose, drama, and poetry. Classroom discussions, guided and free compositions, review of grammar, lab exercises. Prerequisite: Spanish 112 or placement at the 210 level.

212 Advanced Intermediate Spanish
Practice in reading contemporary fiction and expository prose, drama, and poetry to develop reading ease and accurate comprehension beyond the elementary and intermediate levels. Classroom discussion and guided compositions, review of grammar topics, and vocabulary building. Prerequisite: Spanish 210 or placement at the 212 level.

220 Conversation and Composition
A course designed to afford the student who has completed the intermediate sequence or the exceptional student who wishes to advance at a more rapid pace with additional and intensive practice in conversational and writing skills. The students will be exposed to the contemporary language as it appears in a variety of mediums, from colloquial slang to formal, academic usage, in both written and oral discussions, essays, and creative projects. Prerequisite: completion of the 210-212 sequence or placement on the 212 level or higher, with permission of the instructor.

300 Introduction to Reading Literature in Spanish
The purpose of this course is to prepare the student for serious reading and analysis of literary texts in Spanish. The course will be an introduction to the concepts of literary criticism and the vocabulary of literary analysis. The course will introduce students to various methodologies, including close reading of texts and sociological and psychological approaches. Texts will be chosen from the three major literary genres: poetry, prose fiction, and drama. It is strongly recommended that students take either Spanish 300 or 305 before going on to literature or culture courses in the 300-400 range. Prerequisite: Spanish 212 or 220. (Meets GEC Cultural Diversity Requirement.)

305 Hispanic Culture
This course is an introduction to the history, art, music, literature, and customs of Spain, Latin America, and the Hispanics in the United States. Course conducted in Spanish. Prerequisite: Spanish 305 or placement exam. (Meets GEC Cultural Diversity Requirement.)

310 Creative Writing in Spanish
Intensive work in creative original compositions of prose, poetry, and drama. Analysis of style in selected Hispanic writers. Prerequisite: a Spanish course from the 300 or 400 level or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

311 Advanced Grammar
This course reviews grammar, orthography, syntax, and style through graded compositions, free compositions, grammar exercises, and translation. Students will study various types of expository writing ro see the grammatical constructions in context and develop a wider vocabulary and a sense of style. Prerequisite: Spanish 212 or placement exam. (Meets GEC Cultural Diversity Requirement.)

312 Oral Proficiency
Intensive practice and free conversation and composition on a wide range of topics reflecting the needs and interests of the participants. Concentrated study of vocabulary, idioms, and selected grammar patterns and paradigms needed for oral proficiency. Activities include drills, discussions based on readings, debates, dialogues, and sketches. Supporting materials will be drawn from Latin American and Peninsular short stories, films, magazines, and newspapers. Prerequisite: Spanish 212, 220, or placement exam. (Meets GEC Cultural Diversity Requirement.)

315 Translation
An introduction to the theory and practice of translation. Students will familiarize themselves with the vocabulary of texts dealing with politics, art, literary criticism, and philosophy. Texts will be translated from Spanish to English and from English to Spanish. *Please note:* This is not a Spanish conversation course. Classes are conducted in Spanish and English. Prerequisite: Spanish 212, 220, or placement exam. (Meets GEC Cultural Diversity Requirement.)

320 Spanish for International Affairs
An introduction to the specialized vocabulary, styles, and concepts that characterize conversational and written Spanish for international affairs. Attention is focused on familiarizing the student with current issues in business, banking, law, microeconomics, medicine, politics, and human rights. Vocabulary building, conversation practice, listening comprehension, and acquisition of idioms necessary for transcultural contacts are also stressed. Readings are drawn from magazines, newspapers, and journals, with special emphasis on materials from the Internet. Particularly recommended to students who are considering careers in economics, business, politics, and international relations. Prerequisite: Spanish 212, 220, or placement exam. (Meets GEC Cultural Diversity Requirement.)

330 Survey of Peninsular Literature
A panoramic view of Spanish literature with special emphasis on distinctive features of significant literary movements and periods. Lectures on the history of literature. Readings and discussion on selections from representative literary texts. Prerequisite: Spanish 212, 220, or placement exam. (Meets GEC Cultural Diversity Requirement.)

333 Film and History in Spain and Latin America
The course examines the ways in which the media and popular culture shape the public perception of significant events and political movements in Spain and Latin America. Possible topics are suggested by polemical issues that have also been the subject of a large body of film and fiction, such as the Spanish Civil War, the legacy of Perón, and Castro and Cuba. The basic format will be lecture/discussion. Readings will include fiction, speeches, and periodical press of the time as well as historical studies. Assignments will include short essays, oral presentations, and a final research paper. The course will be taught in English, but those speaking Spanish may use materials in that language for their papers and presentations. The course offers students the chance to form a critical perspective on popular communications media. (Cross-listed as Foreign Civilization 335. Counts toward the Spanish major and minor. Meets GEC Cultural Diversity Requirement.)

335 Survey of Latin American Literature
The development of Latin American letters from the nineteenth-century movements of independence to the contemporary period. Readings will include novels, short stories, poetry, plays, and essays. Prerequisite: Spanish 212, 220, or placement exam. (Meets GEC Cultural Diversity Requirement.)

337 The Latin American World
Taught in English. A study of native peoples of the American Indian civilizations from multiple perspectives: historical, political, sociological, and literary. Course materials include readings and lectures on a wide variety of topics, discussions, films, videos, slides, and music. Students with a knowledge of Spanish and/or Portuguese may work with bilingual materials. May count toward the Spanish major. (Cross-listed as Foreign Civilization 302. Meets GEC Cultural Diversity Requirement.)

339 Brazilian Literature in Translation
A study of selected Brazilian authors from various literary movements and periods. Special consideration will be given to the historical and cultural contexts in which their works were written. Comparisons will be made with the literature of other Latin American countries. Students with a knowledge of Portuguese may work with bilingual materials. An extra hour will be arranged for students interested in practicing their Portuguese. (Cross-listed as Literature in Translation 209. Meets GEC Cultural Diversity Requirement.)

340 Advanced Spanish for International Affairs
(Santiago, Chile) This course is designed to complement the students' internship assignments in Chilean national and multinational firms and corporations, government agencies, and cultural institutions. Intensive vocabulary building, composition, conversation practice, and acquisition of expressions and idioms necessary to handle the day-to-day internship assignments. Classroom instruction augmented by practical on-site application. Course is offered only in Santiago, Chile, by faculty at the Universidad Diego Portales, especially for participants in the Lake Forest program. (Meets GEC Cultural Diversity Requirement.)

365 Latin American Narrative
The study of representative naturalist, neorealist, and magic realist writers. The student will read novels and short stories by outstanding writers such as Gallegos, Borges, Fuentes, García Márquez, and Vargas Llosa. Prose works will be considered in a socio-historical context. Prerequisite: Spanish 212, 220, or placement exam. (Meets GEC Cultural Diversity Requirement.)

370 Hispanic Poetry
The study of masterworks of Latin American and Peninsular poetry. The student will read, analyze, and compare poems from several periods: Medieval, Golden Age, Romantic, Symbolist, Modernist, Surrealist, and Contemporary. Prerequisite: Spanish 212, 220, or placement exam. (Meets GEC Cultural Diversity Requirement.)

380 Seminar in Latin American Studies: Literature, Film, and Society
This course is an interdisciplinary study of Latin American societies, focusing on literary and cinematic production from multiple perspectives: artistic, historical, political, and socioeconomic. The seminar will highlight the magisterial artistic achievements of Latin American novelists and the film adaptations of their novels. It will scrutinize the links between sociopolitical events and artistic production. Seminar materials will include readings, lectures, discussions, film, and video. The seminar will be conducted in English but students may choose to read texts and/or write papers in Spanish or Portuguese. (Cross-listed as Foreign Civilization 380. Meets GEC Cultural Diversity Requirement.)

410 Chile in the Twentieth Century
(Santiago, Chile) This course, offered in Spanish at the Universidad Diego Portales for participants in the Lake Forest College program, will explore the principal themes of Chilean development during the twentieth century in three settings: (1) Chile from the end of the nineteenth century to the beginning of the twentieth century; (2) Chile from 1950 to 1973; (3) current problems and perspectives. Topics to be covered include: history, literature, economics, the move from rural to urban society, crisis in Chilean democracy and the military government (1973-1988), consolidation of democracy in Chile from a Southern Cone perspective, and the role of women in Chilean society and politics. (Cross-listed as Foreign Civilization 410. Meets GEC Cultural Diversity Requirement.)

415 Portuguese for Spanish Speakers
Utilizing Spanish as the base language, the course will focus on the Portuguese of Brazil, Latin America's largest and most populous country. The course will provide a foundation in the basic skills of reading, writing, understanding, and speaking Portuguese and will include many aspects of Brazilian culture: music, films, magazines, current events, and literature. Prerequisite: a 300-level Spanish course. (Meets GEC Cultural Diversity Requirement.)

420 Peninsular Culture and Civilization
Intensive study of selected topics on the history, politics, and culture of Peninsular Spanish civilization. Attention will be focused on the development and evolution of Spanish civilization within the greater European context as well as on particular political and social issues in contemporary Spain. Supporting materials will be drawn from a variety of sources: readings in history, politics, and sociology; the visual arts; music; and literature. Prerequisite: a 300-level Spanish course. (Meets GEC Cultural Diversity Requirement.)

425 Latin American Culture and Civilization
A study of Latin American societies from multiple perspectives: historical, political, economic, and artistic. Course materials will include readings and lectures on a wide variety of topics, discussions, films, video, slides, and music. Prerequisite: a 300-level Spanish course. (Meets GEC Cultural Diversity Requirement.)

480 Senior Seminar: Literature and History in the Hispanic World
The seminar will examine the interrelationships of major literary works and key historical moments in the history of Spain and Latin America. Examples are *Don Quijote* and the Imperial Age, the stories of García Márquez and "La Violencia" in Colombia, the fiction of Fuentes and the Mexican Revolution. May be taken by juniors for senior seminar credit; may be taken by sophomores, but not for senior seminar credit.

490 Internship
On-site training in spoken and written Spanish at businesses or other organizations located primarily in Chicago. (Meets GEC Cultural Diversity Requirement.)

494 Senior Thesis
Given for students who wish to graduate with honors. The thesis allows students to do in-depth research and to develop an original thesis on a topic in Hispanic literature or civilization. (Offered as required.)

Spanish Courses Offered Less Frequently

305 Introduction to Hispanic Culture
Study of the language and methods of analysis through an introduction to the richness and diversity of the Hispanic cultures—Latin and North American and Peninsular. The course aims at familiarizing the student with the culture, life, and letters of selected Hispanic regions. Materials will be drawn from a range of disciplines: fictional literature, essay, history, politics, geography, the visual arts, and music. It is strongly recommended that students take either Spanish 300 or 305 before going on to literature or culture courses in the 300-400 range. Prerequisite: Spanish 212, 220, or placement exam. This course may not be taken by students who have taken other literature or culture courses above 305. (Meets GEC Cultural Diversity Requirement.)

360 Peninsular Narrative
Reading, analysis, and discussion of selected narrative works of Peninsular Spanish authors; historical and aesthetic considerations of the texts will be stressed. The course is designed to impart to the student a sense of the development of Spanish prose fiction and of recurring and characteristic themes. The student will become acquainted with outstanding authors and works of the Golden Age and the nineteenth and twentieth centuries. Prerequisite: Spanish 212, 220, or placement exam.

400 Special Studies: Women's Voices in Latin America
An author, thinker, movement, or group of works studied in depth. All work in Spanish. Offered in Fall 1999. This course will examine the role of women in Hispanic culture. Important figures such as La Malinche, Sor Juana Inés de la Cruz, and Eva Perón as well as the fiction, poetry, and films of Rosario Castellanos, Clarice Lispector, Gabriela Mistral, Isabel Allende, Rigoberta Menchú, María Luisa Bember, and Alicia Steimberg will be studied. Prerequisite: a 300- level Spanish course. (Meets GEC Cultural Diversity Requirement.)

FRESHMAN STUDIES

Professor Robert Glassman

[1]*Professor W. Rand Smith (Chairperson)*

Associate Professor Chris Reed

Assistant Professor Jason Cody

Assistant Professor Karen Kirk

[1]Associate Dean of the Faculty

The Freshman Studies Program provides a distinctive educational experience. Entering students select a Freshman Studies course during the Fall term from a range of topics covering virtually all academic disciplines. Though diverse in subject matter, these courses share several aims. First, they are small in size in order to encourage discussion and interaction. Second, Freshman Studies courses seek to be intense and challenging, stressing critical thinking and writing along with the development of good work habits and academic skills. (Note: All Freshman Studies courses satisfy the Freshman Writing Requirement; see the section titled Undergraduate Curriculum.) Finally, these courses strive to establish a close mentoring relationship by having the instructor serve as the student's academic advisor. The following courses are offered in the Fall 1999 term.

101 General Chemistry (with laboratory)
This special section of the General Chemistry I laboratory emphasizes observation and measurement. Chemical reactions, including several small-scale syntheses, are the focus of more than half of the experiments.
Spectrophotometry and use of computers for graphical data manipulation are introduced. Laboratory discussions and experiments complement the topics in Chemistry 110 lecture. General Chemistry I fulfills one credit of the General Education Curriculum requirements and is a prerequisite for majors in chemistry and biology as well as for premedical students. (Cross-listed as Chemistry 110.)

102 Introduction to Physics (with laboratory)
Kinematics and Newton's laws of motion, conservation principles, gravitation, oscillations and waves, thermodynamics. Physics 110 uses algebra and trigonometry, and meets for three lectures and one laboratory per week for one course credit. Physics 120 has Mathematics 110 (Calculus I) as a coreqnisite, and meets for five lectures and one laboratory per week for one and-a half course credits. (Cross-listed as Physics 110, 120.)

107 The Nature of Mathematics
Intended for students with primary interests in the humanities and social sciences. The course uses set theory, logic, and language as a foundation for studying a variety of topics central to the development of modern mathematics. Emphasizing the central role of language in mathematics, the course shows that mathematics is about communication of ideas. Topics will be explored through experimentation with computers where appropriate using games, puzzles, and group projects as well as lectures and discussions. Additional topics include codes and basic geometry. The course will focus on the interplay of different ideas and will emphasize writing. (Cross-listed as Mathematics 103.)

110-1 Introduction to Philosophy: What Makes Us Human?
What is the difference between humans and nonhuman animals? Are we human by nature, or by construction? Is it easy or hard to be human? Are we morally obliged to behave in certain ways just because we are human? What do we mean when we say someone is "inhuman"? Such questions will be explored through readings from various times, perspectives, and cultures, from Genesis to Plato to Marx to Turing. (Cross-listed as Philosophy 110-1.)

110-2 Introduction to Philosophy: Paths of Inquiry
Examination of fundamental issues concerning human existence as addressed by representative thinkers from these traditions and periods: classical Greek, classical Chinese, modern rationalist, modern existentialist, and contemporary continental philosophy. (Cross-listed as Philosophy 110-3.)

111 Biology of Sex and Gender
An examination of the biology of sex and gender, including topics such as the evolution of sex, sex determination and differentiation, parthenogenesis, sex ratios, sex change, sexual selection, and mate choice. Emphasis will be placed on study skills, information retrieval and use of technology, oral and written communication, scientific method, introduction to primary research literature, and critical thinking. A seminar meeting of three to four hours per week is required. Satisfies major requirement for Freshman Biology Seminar. Chemistry 110 is a corequisite. (Cross-listed as Biology 111.)

114 Freshman Biology Seminar: Disease around the Globe
Exploration of the distribution, consequence, and cellular mechanism of disease around the world. Specific topics will be chosen by the students, but might include sickle cell disease in Africa, cholera in South America, heart disease in North America, malaria in Asia, or Tay-Sachs in Eastern Europe. Emphasis will be placed on study skills, information retrieval and use of technology, oral and written communication, scientific method, introduction to primary research literature, and critical thinking. A seminar meeting of three to four hours per week is required. Satisfies major requirement for Freshman Biology Seminar. Chemistry 110 is a corequisite. (Cross-listed as Biology 114.)

115 Freshman Biology Seminar: Coral Reefs
General topics will include the basic zoology of corals (e.g., body plans, reproductive modes, and algal symbiosis), current issues in coral reef biology, such as coral bleaching, and production of UV protective compounds, and coral reefs as complex ecosystems, to include interactions among reef inhabitants. A field trip to the Shedd Aquarium is planned. Emphasis will be placed on study skills, information retrieval and use of technology, oral and written communication, scientific method, introduction to primary research literature, and critical thinking. A seminar meeting of three to four hours per week is required. Satisfies major requirement for Freshman Biology Seminar. Chemistry 110 is a corequisite. (Cross-listed as Biology 115.)

118 Civil Disobedience and Political Obligation
An introduction to political theory, emphasizing the themes of political obligation, civil disobedience, and the relationship between the individual and her community. Organized chronologically, readings will be selected from the following (inexclusive) list: Sophocles's "Antigone," Plato's "Apology" and "Crito," Shakespeare's "Julius Caesar," Locke's *Second Treatise of Government*, Thoreau's "On Civil Disobedience," Melville's *Billy Budd*, Twain's *Huckleberry Finn*, Anouilh's "Antigone," King's "Letter from the Birmingham Jail," Malcolm X's "Second Rally of the OAAU," and Morrison's *Beloved*.

123 Field Ornithology
An introduction to the study of birds through classroom study and fieldwork. Examines migration, food habits, behavior, breeding, and vocalizations. Identification studied through census of campus birds and field trips. Three class hours per week; several weekend field trips. (Not applicable toward the major or minor. Cross-listed as Biology 103.)

129 Introduction to Psychology (with laboratory)
Examines the nature of learning, thinking, perception, motivation, emotion, states of consciousness, development, personality, psychological disorders, stress and health, the biological bases of behavior, social interaction, and social diversity. Students learn how psychologists test their theories and hypotheses as well as how to evaluate psychological claims with a critical eye. Through a combination of prepared laboratory exercises and independent research projects, students repeat several classic experiments in psychology, experiencing what it is like to conduct psychological research, including the testing of hypotheses. All students who wish to register for Freshman Studies 129 must register for one of the Psychology 110 lecture sections. (Cross-listed as Psychology 110.)

131 Civil Disobedience and Political Obligation
An introduction to political theory, emphasizing the themes of political obligation, civil disobedience, and the relationship between the individual and her community. Organized chronologically, readings will be selected from the following (inexclusive) list: Sophocles's "Antigone," Plato's "Apology" and "Crito," Shakespeare's "Julius Caesar," Locke's *Second Treatise of Government*, Thoreau's "On Civil Disobedience," Melville's *Billy Budd*, Twain's *Huckleberry Finn*, Anouilh's "Antigone," King's "Letter from the Birmingham Jail," Malcolm X's "Second Rally of the OAAU," and Morrison's *Beloved*.

132 The Psychology of Prejudice
An examination of psychological approaches to the problems of prejudice and discrimination. Topics covered include the prevalence of prejudice in American society, theoretical perspectives on the causes of prejudice, the psychological processes underlying different forms of prejudice (e.g., racism, sexism, ageism, homophobia, and ethnocentrism), and methods of combatting prejudice and encouraging acceptance of diversity. Such topics will be explored through examination of classic and contemporary research.

133 Environmental Psychology
Environmental psychology is the discipline that is concerned with interactions and relationships between people and their physical environments. This course will be firmly anchored in the latest empirical work on environment and behavior as well as the theory that many human behaviors and preferences have evolved in response to pressures from the physical environment. We will consider what can be learned from the study of animals and pay special attention to human relationships with the natural environment. Some of our learning will be traditionally based in reading and library research; some will arise from systematically observing and experiencing the physical environment in which we find ourselves.

134 Mental Illness in Modern Society
Mental illness is a debilitating and costly personal and social problem. How to deal with this problem, particularly given that a cure is not available and there is a great deal of stigma attached to these disorders, provides the guiding question of this course. We will consider this question through the following topics: the changing role of the mental hospital, advances in treatment, and concepts of normality. Our final goal is to develop a more rational, effective mental health policy than currently exists and to provide students with insights to mental illness as a personal and social issue.

137 The Human Body: Social Uses and Control
This course investigates the relationship between the personal body and the larger society. How does society make use of the body? What social forces are in competition with the individual for control of this resource? What are the limits that society places on our understanding of our own bodies? How might the individual use his or her body as means of social communication? Can the body elicit social change?

139 American Higher Education: History, Reality, and Impact
This course explores how the college experience impacts students mentally, morally, and socially. A historical perspective on the aims and goals of higher education begins the study. Several further themes will be explored: (1) the academic and cognitive development of students; (2) the college environment and how issues of race, individualism, multiculturalism, and community impact students; (3) how faculty involvement impacts student learning; (4) the attitudes, values, and beliefs of students; (5) the effects of student involvement; and (6) personality changes during college and peer group influence. Finally, the course will turn to the liberal arts college and review the specific goals of such a learning environment.

150 The Bloomsbury Group: A Study in Intellectual Community
This course focuses on the important early twentieth-century community of British intellectuals known as the Bloomsbury group. Composed of novelists (Virginia Woolf and E. M. Forster), painters (Duncan Grant and Vanessa Bell), art critics (Roger Fry and Clive Bell), an economist (J. M. Keynes), a political activist and commentator (Leonard Woolf), and a historian (Lytton Strachey), Bloomsbury offers an excellent introduction to the range and interconnection of the liberal arts. The course will look at how, through all of its activities, Bloomsbury sought to create new and, specifically, "modern" forms appropriate for the

twentieth century. Students also consider reasons for the often intense controversies over the group today. (Cross-listed as Art 150.)

151 Introduction to Literary Studies: Gender and Reading
This course will explore the effect of gender on our perception of poetry, fiction, and drama. Do male and female authors have distinctive characteristics? Do women and men have different expectations and preferences as readers? Which writers break stereotypes? Which perpetuate them? Do gender issues receive different treatment in popular culture versus great literature? We will discuss these questions while learning about a variety of critical approaches to literature. Equal attention will be given to male and female writers. (Cross-listed as English 110-3.)

153 Introduction to Literary Studies: Reading the Genres
An introduction to literary genres and interpretive skills associated with reading them, this course examines works of poetry, fiction, and drama. Classes emphasize interpretive writing, include an orientation to resources for literary research in the library, and introduce students to a variety of important works by American and British writers. (Cross-listed as English 110-2.)

154 Understanding Language
Taking our ability to communicate for granted, we rarely ask: "What is language?" This course aims to create an awareness of language as a system of systems, which, although finite in its rules, is able to produce an infinite number of grammatical sentences. Once this system's phonological, morphological, and syntactic components are understood, we will apply this understanding to the correlations between language and culture, language and literature, and language and the dictionary. The course also considers concepts of creativity, metaphors, and illusion in language.

156 Love in Literature and Society
The concept of love, basic to human nature, has been treated in literature from time immemorial. This course examines that treatment from classical antiquity to the 1990s. Books to be read include Waller's *The Bridges of Madison County*, Segal's *Love Story*, Shakespeare's *Romeo and Juliet*, Gottfried of Strassburg's *Tristan and Isolde*, and Plato's *The Symposium*. Starting with popular modern works, the course will then focus on the masterpieces, including Shakespeare's immortal and seminal drama as well as a German classic of the Middle Ages.

158 World War II: The European Experience
This course examines the European aspect of World War II. We begin with the origins: the flawed peace settlement after World War I; the rise of Nazism in Germany; and Hitler's expansion into East Central Europe in 1938-39. Then we look at the war itself, from the 1939 Blitzkrieg against Poland to the fall of Berlin in 1945, including the huge German-Russian conflict, the Holocaust, and movements of collaboration and resistance. Lastly, we explore how the intensifying conflict among the Allies influenced the postwar settlement and led to the Cold War.

165 Music in Chicago
This course is designed to study different eras of music hisrory, styles, and the works of particular composers through attendance of live performances in the Chicago area. The centerpiece of the semester will be eight concerts, each of which will be chosen as representative of a particular musical period, composer, or genre. Selected readings and papers will be assigned dealing with these musical periods and composers whose music will be heard. Prior to each performance students will become acquainted with the specific works to be played and afterward will write a review of the concert.

HISTORY

Professor Michael H. Ebner (Chairperson)
Modern American History.

Professor D. L. LeMahieu
Modern European History.

[2]*Professor Steven Rosswurm*
American History.

[1]*Professor David Spadafora*
Modern European History.

Professor Emeritus Arthur Zilversmit
American History.

Associate Professor Carol Gayle
Modern European History.

Associate Professor Pericles B. Georges
Ancient and Medieval History.

Assistant Professor Shiwei Chen
East Asian History.

[1]President of the College
[2]Leave of Absence Fall 1999

History is the collective memory of society. It informs us of the intense human struggles that shaped our past and thereby enriches our understanding of the present. A society that forgets its past is like an individual suffering from amnesia; both lack identity, purpose, and direction. Yet the complexities of the past cannot be reduced to simple rules for the present. History reveals a diversity of human experience that is worth pondering for its own sake. A respect for this diversity has long been the mark of an educated individual and a civilized society.

HISTORY MAJOR

Students who matriculated to the College prior to Fall 1998 should refer to the 1997-99 *Bulletin* for major requirements. Students who matriculated to the College Fall 1998 and thereafter should use the following major requirements:

The major in history consists of nine course credits. Students enroll in 110 (World Civilizations to 1650), preferably as freshmen, and complete one of the following two-course sequences: 120 and 121 (United States); 200 and 201 (East Asia); 210 and 211 (Greece and Rome); or 212 and 213 (Europe). Juniors take 300 (Theory and Methods). To complete the major, students enroll in four other courses, at least two of which must be at the 300 level or above, and take either 420 (Senior Seminar) or an independent study research project, such as a senior thesis.

HISTORY MINOR

The history minor consists of six courses, two of which must be on or above the 300 level. History 300 is encouraged but not required for the minor.

110 World Civilizations to 1650
Origins and development of civilization from 3000 BCE to 1650 CE. Emphasis on Western civilization from its Judaic and Greco-Roman foundations through the Reformation, also with discussions of Islam, China, and India. (Meets GEC Cultural Diversity Requirement.)

120 Foundations of the American Republic
The origins of American society and the development of the United States from an underdeveloped new nation into a powerful national entity. Emphasis on the reading and analysis of documentary materials. (Meets GEC Freshman Writing Requirement.)

121 Modern America
America's response to industrialism and its changing role in foreign affairs. Emphasis on the techniques of research and paper writing. (Meets GEC Freshman Writing Requirement.)

200 Origins of East Asia
Introduction to the great civilizations of China and Japan, with emphasis on development of their fundamental characteristics. Highlights both shared traditions and significant differences between the two countries. (Meets GEC Cultural Diversity Requirement.)

201 Modern East Asia
Study of China, Japan, and Korea as each moved toward modern nationhood over the last 200 years. Attention to the difficulties each has confronted, including Japan's vision of empire shattered by World War II, China's civil war, and Korea's transformation through foreign interventions. (Meets GEC Cultural Diversity Requirement.)

204 Medieval History
Western European society from the end of Roman rule to the eve of the Renaissance. Intellectual, material, and institutional developments, with emphasis on the creation of a continually progressive and creative civilization from unlikely roots in late Roman society and Germanic tribal chiefdoms.

205 Sub-Saharan Africa
Survey from earliest times to the present. Topics and themes include trade and state-building in pre-Colonial Africa, European conquest and African resistance to colonialism, and independence and the post-colonial era. (Meets GEC Cultural Diversity Requirement.)

208 The European Renaissance, Reformation, and Scientific Revolution
The breakdown of the medieval synthesis under the tensions of intellectual audacity, individual spirituality, and the progress of the scientific attitude to nature. Italian and Northern humanism, Luther and the end of Christian unity, voyages of discovery, and Europe's capture of world commerce driven by technological innovation by land and sea.

210 Ancient Greece
Greek civilization from the first awakening of reason in Homeric poetry and early philosophy to the spread throughout the Mediterranean world of a civilization of headlong, revolutionary innovation in every department of life and thought. Key episodes of the intellectual, political, and military history of the Greeks examined through examples of their literature and thought.

211 Roman History
Roman civilization studied as the revolution from a predatory conquest state led by a military aristocracy to a world empire that enforced universal peace and preserved classical civilization under a sacred monarchy, whose breakdown gave birth to Christian Europe and the papacy in the West and Byzantium in the East.

212 Europe from the Old Regime to the Modern Era
Political, cultural, and economic development of Europe from 1715 to 1890. The crisis of the old order in the age of Enlightenment and the French Revolution. Industrialization and modernization in the nineteenth century and the emergence of nation states and modern political ideologies.

213 Europe in the Twentieth Century
European politics, culture, and society from 1890 to 1990. The course pursues three major themes: the origins of the modern era from 1890 to 1918; the rise of the authoritarian state from 1917 to 1945; and the Cold War from the 1940s to the collapse of the Soviet Union.

214 History of Russia
Survey of the political, social, and intellectual history of Russia, from its early medieval origins through the Soviet era. Emphasis on the people and the state, the revolutionary tradition, and efforts at modernization from above, particularly those of Peter the Great, Alexander II, Stalin, and Gorbachev. (Meets GEC Cultural Diversity Requirement.)

221 British History to 1688
The history of Britain from Roman times to the Revolution of 1688. Topics include Roman Britain, Anglo-Saxon England, the Norman invasion, the development of English political institutions, the consolidation of monarchy under the Tudors, the growth of English literature and culture, and the social and political struggles of the seventeenth century.

222 Modern British History
The history of Britain since 1688. Topics include aristocracy and society in the eighteenth century, the Industrial Revolution, Liberalism and Conservatism in nineteenth-century politics, the consolidation of British culture, the rise of the welfare state, and contemporary British life.

233 Eastern Europe in the Twentieth Century
Exploration of Eastern Europe's development in the twentieth century through the disciplines of history and economics. The course examines economic and political difficulties in the interwar period, World War II, postwar Soviet domination, the emergence of greater diversity afrer Stalin's death, and the recent radical changes sweeping the region. (Cross-listed as Economics 233. Meets GEC Cultural Diversity Requirement.)

235 World War II: The European Experience
Origins of the European war; Hitler's reorganization of East Central Europe in 1938-39: the war itself, from the 1939 Blitzkrieg against Poland to the fall of Berlin in 1945; the postwar settlement.

240 History and Film
An exploration of history on film and film as history. After a discussion of recent methodologies, both in history and film studies, the course examines historical epics, documentaries, propaganda, literary adaptations, and biographies. The course also studies films that reveal important assumptions about their day.

250 The American Civil War
The origins of the war in the antagonistic development of the free North and slave South; Lincoln and the Republican Party; Black activity in the North and South; the war; the transforming and gendered aspects of fighting the war; Reconstruction; the impact of the war on American development.

255 African American Autobiography
An examination of the African American experience through an exploration of autobiographies, including works by Frederick Douglass, Booker T. Washington, W. E. B. DuBois, Richard Wright, Anne Moody, and Malcolm X. (Meets GEC Cultural Diversity Requirement.)

256 Race and Racism in America
An examination of race and racism as subjects of controversy in American history from the interdisciplinary perspective of American Studies. How did the experience of slavery shape American attitudes toward race? What was the legacy of slavery in the postemancipation years? How has our political and judicial system dealt with race and racism? (Cross-listed as American Studies 221.)

257 History of Mexico
This course broadly surveys Mexican history from the pre-Conquest period to the Chiapas revolt in 1994. The meaning of progress, the sacred and indigenous culture, imperialism's impact, and popular mobilization are among its reoccurring themes. (Meets GEC Cultural Diversity Reqmirement.)

258 History of Sport
The evolution of sport in modern society, in its cultural, social, and economic dimensions. Largely focused on the American experience, but some attention to sport elsewhere in the world. Emphasis on 1850 to the present.

263 American Cities
The changing functions, scale, and quality of urban society from the seventeenth century to the present. A historical framework for studying modern American metropolitan problems. Some fieldwork in Chicago.

265 American Diplomacy
Survey of the evolving role of the United Stares in world affairs since 1890. Emphasis is on domestic origins of foreign policy and the American role in Asia.

270 History of Education in American Society and Thought
Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century. (Cross-listed as Education 270 and Politics 270.)

271 Women in Modern History: Europe and America
This course examines women's lives, activities, and cultures in the United States and Europe from the late eighteenth century to the present. Among the issues examined are birth control; equality vs. difference (the essentialism debate); race and class; and gender as an analytical concepr. (Meets GEC Cultural Diversity Requirement.)

275 Popular Music and American Society
The origins and evolution of rock and roll and its permutations from Delta blues and country music to rap and "riot grrrl"; the intertwining of race, sexuality, gender, and class in this commercial art form.

282 Modern China
Relying as much as possible on Chinese texts (in translation), this course will examine such topics as China's response to Western imperialism in the nineteenth century; the 1911 Revolution; the May Fourth Movement; the birth of the People's Republic of China; the Cultural Revolution; and the Democracy Movement of the 1980s. (Meets GEC Cultural Diversity Requirement.)

286 Modern Japan
From the founding of the last shogunate, the Tokugawa, in 1603 to its present status as the economic giant among the nations of the Pacific. Attention ro the achievement as well as the undeniable sufferings and costs incurred during Japan's drive toward great power. (Meets GEC Cultural Diversity Requirement.)

288 War and Revolution in Asia: China, Korea, Vietnam
Throughout the twentieth century Asian countries have experienced periods of prolonged warfare and revolutionary upheaval. Why is it that wars in Asia have had such a profound impact on American society? What is the relationship between war and revolution in China, Korea, Vietnam? What impact did war have on Chinese, Korean, and Vietnamese society and how can we best characterize the wars of each region? We will use a variety of sources, including books and films, in the class. (Meets GEC Cultural Diversity Requirement.)

300 Theory and Methods
How can we know what actually happened in the past? An examination of the basis of historical knowledge and the study of methodologies used for understanding the past. Emphasis will include social, intellectual, economic, and psychohistory as well as use of the World Wide Web as a research tool. Prerequisite: an introductory history course. Required of all history majors.

304 Greek and Roman Religion
Issues in the social and intellectual forms of religion in the Greek and Roman worlds, from the Homeric age to the early Christian era: primitive beliefs; warrior religion; women's cults and women's roles; mystery religions and magic; ruler worship; pagan philosophies; pagan background of early Gentile Christianity. Prerequisite: History 210 or 211. (Cross-listed as Religion 306. Meets GEC Cultural Diversity Requirement.)

305 Topics in European History: The European Economy, 1-1700 CE
The economic life of the Mediterranean world and Europe from the age of Augustus to the Protestant Reformation and after; topics will include the economy of the Roman Empire; economic organization and trade in Carolingian Europe; the consequences of the Crusades and the commercial revolution of the central Middle Ages; and Renaissance (and earlier) innovations in agriculture and technology. Prerequisite: One course from the following: History 110, 204, 208, 210, or 211.

307 Topics in East Asian History: Women in Modern East Asia
An examination of women's lives in China, Japan, and Korea during the nineteenth and twentieth centuries. Topics will include changing roles within families and society; reproduction and sexuality; the development of political consciousness; and feminism in an East Asian context. (Meets GEC Cultural Diversity Requirement.)

308 Topics in Japanese History: Urban Society and Culture in Japanese History
An exploration of urban life in Japan in the nineteenth and twentieth centuries, with particular focus on workers, women, the growth of the middle class, and new cultural forms. We will use a variety of sources ranging from historical texts to popular novels and films that provide insight into Japan's changing urban landscape. (Meets GEC Cultural Diversity Requirement.)

309 Problems in Modern Chinese History: Contemporary China since 1950
What are the enduring problems of modern China? How have different Chinese governments confronted them? We will study twentieth-century transformations in Chinese society, politics, and cultnre on the mainland and Taiwan in the light of modern Chinese and international history through the discussion of the major issues addressed by Western scholarship. Basic topics to be covered include the Sino-Western relations; tradition and modernization; peasant rebellions; revolution and reforms; religion; culture and society; modern science; and intellectuals and the state. (Meets GEC Cultural Diversity Requirement.)

310 War and Society
Readings in the social roles and cultural values of warfare and the warrior ethic in classical Greece, republican Rome, medieval Japan, imperial China, and the Crusades, and finally the professionalization of the military man and the nationalization of warfare in modern times.

315 History of Soviet Russia
The end of the Russian Empire, the revolutions of 1917, and the development of Soviet society and institutions under Lenin, Stalin, and Khrushchev. Emphasis on political and social conflicts, ideological debates, and cultural developments. Prerequisite: History 213 or 214 or permission of the instructor. (Meets GEC Cultural Diversity Reqnirement.)

331 The Enlightenment
Readings and discussions of the central ideas of Europe in the eighteenth century, with emphasis on Britain and France. Topics include the social and political contexr of the Enlightenment, the impact of science, and the development of notions of tolerance, freedom, and rationality.

332 European Romanticism
Intellectual and social origins of Romanticism, with emphasis on Germany and England; impact of the French Revolution; individualism in poetry and art; and the rise of historicism. Works discussed will include those by Goethe, Wordsworth, Keats, Hugo, Constable, and Schleiermacher.

335 Twentieth-Century British Culture
British culture since 1900. Topics iuclude the impact of World War I; the Bloomsbury circle; documentary writing and film; working-class realism in the 1950s; youth culture; the New Left; posr-imperial culture; and postmodernism.

342 History and Literature: Crises in England, 1485-1660
This course offers an interdisciplinary opportunity to investigate one seminal era. Basic topics to be covered include the "lost" world of the early modern family and social life; the English Reformation; the crisis of the aristocracy and the rise of the gentry; Renaissance heroism and "self-fashioning"; women's lives and literature; early modern biography and lyric subjectivity; Tudor and Stuart monarchy; the English Civil War; and the emergence of the scientific worldview. Prerequisite: either one English or one History course at the 200 level or above. (Cross-listed as English 342.)

343 Literature and Society in Russia
Aspects of the social and intellectual history of Tsarist and Soviet Russia through the prism of nineteenth- and twentieth-century fiction, mostly novels. Nineteenth-century readings include works by Turgenev, Dostoevsky, Tolstoy, and Chekhov. Soviet period authors may include Pasternak, Gorky, Bulgakov, Aksyonov, or Solzhenitsyn. (Meets GEC Cultural Diversity Requirement.)

347-1 Topics in Gender and History: The Body and Western Civilization
We will read the most important works of the scholarship on the body that has flourished as the West takes up the challenge of reintegrating mind and body. Among the topics to be examined are renunciation of sex in early Christianity; medieval European women's embodiment of their faith; capitalism and the disciplining of the body; roots of fascism in male fear and loathing of the female; the body as metaphor; and contemporary attitudes toward the body. Among the authors to he read are Peter Brown, Caroline Walker Bynum, Michel Foucault, Mary Douglas, and Susan Bordo. (Meets GEC Cultural Diversity Requirement.)

347-2 Topics in Gender and History: Men in Nineteenth- and Twentieth-Century U.S.A.
This course will focus on changing and competing definitions of masculinity; race, class, and manhood; empire and masculinity; invention of heterosexuality; men and war; and men and gender.

348 Museums and Exhibitions
Students design, organize, and mount a historical exhibition, using the archives of Lake Forest College, in Sonnenschein Gallery. Course includes field studies to Chicago-area history museums.

355 American Social History
Conducted as a seminar. Topics include family, class, gender, race, ethnicity, and work. Prerequisite: History 120 or 121 or permission of the instructor.

360 Colonial America
Origins of European colonialism; Indian-European relations; Puritanism and society in New England; slavery and politics in Virginia; English imperial regulations; the Glorious Revolution; and the Great Awakening. Prerequisite: History 120.

361 Advanced Topics on African American History
A seminar that examines one aspect of African history in depth. Topics vary from year to year. (Meets GEC Cultural Diversity Requirement.)

365 American Thought
An examination of major currents of American thought with special emphasis on the ways that Americans have thought about their relationship with their environment: Puritanism, Jefferson and nature, Emerson and Thoreau's romanticism, Darwinism, and the modern environmental movement. Prerequisites: History 120, 121, an introductory course in American literature, or permission of the instructor. (Cross-listed as Environmental Studies 365.)

420 Senior Seminar
Selected advanced topics in history, with attention to the methods and problems of historical research. Required of all history majors in their junior or senior years except those doing independent study research projects. Open to nonmajors with the prerequisite and permission of the instructor. A major research paper is required.

HONORS SEMINAR

Associate Professor C. Richard Fisher

SOPHOMORE HONORS SEMINAR

Each year an interdisciplinary honors seminar is taught on the sophomore level. The seminar is designed for sophomores who are prepared for an especially demanding and challenging academic experience. Students read particular classics of Western traditional thought. Students are primarily responsible for generating the topics for discussion at each class meeting. Eurollment is limited to 15 students and requires permission of the instructor.

250 Human Possibility and Limitation
How much control does humankind have in determining events and their consequences? What forces are beyond one's control? The seminar will use readings from Homer, Sophocles, Augustine, Dante, Shakespeare, Darwin, Marx, Freud, and Beckett.

251 Heroism: Tragedy and Transgression
Many of our notions of the hero are still derived from early epic literature, which presents a paradox: The hero is most truly himself when he dies; the perfect fulfillment of heroism is death. While heroes are found not only in battle, cultures both ancient and modern seem reluctant to acknowledge a pure heroism: The hero is frequently a problematic and ambivalent figure, raising fundamental questions of morality and mortality. What is a hero, in different cultures and in different times? Why are heroes so closely linked to tragedy? How do the concepts of limitation, transgression, and flaw play a role in defining the heroic? These are some of the questions pursued in readings from all literary genres and in examining the discourse of such forms as opera and film. The seminar analyzes major works of Homer, Shakespeare, Goethe, Melville, and Dostoevsky, but it also engages nontraditional aspects of heroism such as female tragic figures, the anti-hero, and forms of resistance to political oppression. A study of film and detective fiction will provide an opportunity to trace the metamorphosis of heroism in popular as well as "serious" culture.

Affirmation of feminist, multicultural, ethnic, and other creative (and controversial) perspectives is encouraged. The seminar strives to create productive, self-directed dialogue among students and includes student presentations as well as student-led discussions.

252 Perfecting Humanity
Are human beings and humankind perfectible? If not, why not? If so, in what ways, by what means, and with what consequences? Influential attempts during the last five centuries to address these and related questions are explored through examination of major Western works from several genres and disciplinary points of view. Principal figures planned for consideration include Erasmus, Shakespeare, Hobbes, Rousseau, Marx, Mill, Nietzsche, and Camus.

JUNIOR HONORS SEMINAR

A seminar in the creative process is designed for students at the junior level.

365 In the Belly of the Beast: The Reality of Work in the Big City
The seminar strives to make students better acquainted with the multiplicity and complexity of work as they think about careers by providing an experience of urban life, work contexts, social issues, and great thinking on the subject of work within the framework of first-hand contact with major professions and institutions in their everyday functioning. It seeks to promote the academic study of professions on the part of students who are earnestly career oriented and intellectually prepared to think about problems of work in a personal-professional but also political-societal contexr. From various perspectives the seminar will provide in-depth insight into what the (nonacademic) professions really do and how they go abour doing it. Questions about the reality of work might include professional principles, goals, objectives, and ethos; sense of community and mission; variety and diversity; equal opportunity, affirmative action, and race and gender equality issues; workplace dynamics, overt or suhtle discrimination; hierarchies; common ground and conflict; and self-image concerning the role of the profession in social, political, local, and

national life. Students participate in 10 to 12 intensive visits to institutions and work sites in Chicago that typify, in dialectical terms, the workplaces, problems and issues, scope, and employment practices of the profession under scrutiny. They also engage in 10 to 12 workshops centering on the professions, to be held on campus, utilizing guest speakers as well as faculty resources for lectures, demonstrations, and discussions on pertinent issues. The professions and fields covered include law, primary education, medicine, major media, print media, government, food services, finance, public relations, art and commerce, public interest, and technology.

SENIOR HONORS SEMINAR

An honors seminar designed for seniors who wish to undertake a serious integrating and culminating course.

450 The Eighteenth Century: The Birth of a New World View

This seminar will study the eighteenth century, for it is with this century that our modern world comes into being; it is the watershed between the Medieval-Renaissance world and what has become our own. The new scientific climate established by the work of Sir Isaac Newton in the context of the political and economic upheavals at the end of the seventeenth century led to the emerging worldview of a rising middle class. This view was challenged by a generation of great writer-satirists who held fast to old values, and then was reinterpreted by a generation of Romantic writers. The age culminated in the great revolutions in America and France and the modern world had been born. Readings will include such authors as Pope, Newton, Swift, Descartes, and Voltaire.

455 Patterns in Nature

From the meander of a river to the branchings of tree and vein, from soap bubble to the perfect spiral of the nautilus shell, from the articulate gestures of a cellist's hand to the snowflake, our world abounds with exquisite and intricate patterns. This course explores the variety of patterns found in nature, the purposes, if any, that those patterns serve, and the principles and mechanisms that natural science calls upon to explain them. While much of early science sought explanations of patterns in models, plans, and blueprints, modern science acknowledges that such solutions merely relocate the problem rather than solve it. We'll explore how solutions now abound in some sciences but in others are conspicuous in their absence. Ideally, the seminar will draw two types of participants, senior science majors who represent their disciplines and those interested in understanding patterns.

INDEPENDENT SCHOLAR

Associate Professor Ronald Miller (Chairperson)

Associate Professor Jill Van Newenhizen

Lecturer Louise Mason

INDEPENDENT SCHOLAR MAJOR

(No minor is currently available.)

The Independent Scholar program allows students to enroll in the program by developing an academic major of their own, culminating in a thesis or a creative project working closely with a faculty advisor. This major is compatible with a student's pursuit of a second major as well. Students with a high GPA are invited to apply and submit a detailed presentation of their case for admission into the program at the end of their sophomore year. The Independent Scholar program takes place during the junior and senior years. The Independent Scholar Committee determines admission.

INTERNATIONAL RELATIONS

Professor Jonathan Galloway (Chairperson)

Professor David George

Professor D. L. LeMahieu

Professor Ghada Talhami

Assistant Professor Paul Orogun

A student majoring in International Relations is concerned with the approaches by various disciplines—politics, history, economics, sociology, and psychology—to problems that are global in scope, e.g., war and peace, development and underdevelopment, imperialism and national self-determination. The student will find excellent preparation for positions in international affairs in the federal and state governments. In addition, positions with international institutions, such as the specialized agencies of the United Nations and various international businesses, are available. The major is a base for social service positions at the national and international level, e.g., the Peace Corps and church groups. Majors each year often go on to graduate school in political science, law, or business administration.

INTERNATIONAL RELATIONS MAJOR

A major in International Relations must take a core set of courses that will form a firm basis from which to study advanced areas in depth. The core courses will acquaint the student with concepts such as the balance of power, the development of the nation-state system in Europe, non-Western history, basic models of human societies, and basic economic principles. Students must maintain a C average in courses taken in the major.

The required core courses are:
Economics 110 (Principles of Economics); Sociology and Anthropology 110 (Introduction to Sociology and Anthropology); History 212 (Europe from the Old Regime to the Modern Era) or History 213 (Europe in the Twentieth Century); Politics 340 (World Politics); International Relations 480 (Senior Seminar).

The completion of a foreign language through the 305 or 320 level is a requirement for graduation with an International Relations major.

Students must take two courses from a specifically comparative perspective so as to become familiar with differences and similarities among different states and societies. The two courses may be selected from the following or any other comparative courses deemed suitable by the chairperson:

Economics 270 (Latin American Development); Politics 210 (Politics of Western Europe and the European Union) ; Politics 211 (Politics of Eastern Europe and Russia); Politics 212 (Politics of the Third World); Politics 216 (The Politics of the Middle East); Politics 217 (African Politics); Politics 219 (The Politics of Latin America).

While completing the core courses and two comparative courses, a student must take four electives that will enable him or her to focus interest on a series of interrelated topics in preparation for the seminar. These four courses or independent studies or internships are to be chosen in consultation with the chairperson.

INTERNATIONAL RELATIONS MINOR

Eight courses are required from the following: four foreign language courses; two core courses and two comparative courses that are normally required for the major; or two foreign language courses and four core courses and two comparative courses that are normally required for the major.

480 Senior Seminar: Globalization
Topic for 1999: Globalization

INTERNSHIPS AND PRACTICUMS

For information on Internships and Practicums see Undergraduate Curriculum.

LATIN AMERICAN STUDIES

Professor David George

Professor Nader Nazmi

Professor W. Rand Smith (Chairperson)

Assistant Professor Lois B. Barr

Melinda B. Dermody, Assistant Librarian

The region of Latin America, which encompasses Mexico, Central America, South America, and the Hispanic Caribbean, has grown enormously in economic and cultural importance in the United States. Immigration, trade, travel, literary production, and popular culture—these are just a few of ways in which Latin America is affecting the lives of Americans. By providing both a major and a minor, the Latin American Studies program enables students to deepen their understanding of this region and to prepare for careers in which they can draw on this understanding.

THE LATIN AMERICAN STUDIES MAJOR

The major consists of a minimum of 10 credits: four core courses, five electives, and Senior Studies. Students must take a senior seminar or do a senior thesis or senior research project. In addition to the 10 credits, there is also a language proficiency requirement. In designing their majors, students should consult with members of the Latin American Studies Committee.

Core Courses

Students must take four core courses, two of which must be from arts and humanities and two courses from history and social sciences. The four courses must be from different departments.

A. Arts and Humanities

Art 226, Music 281, Philosophy 272, any course in Spanish, Foreign Civilization, or Literature in Translation on Latin America.

B. History and Social Sciences

Economics 245, Economics 270, Business 470, History 257, Politics 219, any course in Sociology & Anthropology on Latin America.

Electives

In addition to the four core courses, students must take five other LAS credits, two of which must be at the 300 or 400 level. These credits can include Latin American Studies courses (see list below), foreign programs, and other alternatives.

Foreign Programs

Course credit gained through participation in study programs in Latin America may be used to fulfill part of the electives requirement. All such credit must be approved in advance by the Latin American Studies Committee. Students are encouraged to participate in Lake Forest College's fall semester International Internship Program in Santiago, Chile, which provides a professional internship experience, intensive language instruction, and a cultural and historical introduction to Chile. The committee also recommends the two Costa Rica programs sponsored by the Associated Colleges of the Midwest. All credits earned on foreign programs will count at the 300 or 400 level.

Other Alternatives

A maximum of two credits may be obtained through tutorials, research projects, creative projects, and domestic internships. Students are encouraged to participate in a research project through the Latin American Research Institute (see below).

Senior Studies

Students must complete a Senior Seminar (LNAM 480), a senior thesis, or a senior research project.

Language Proficiency

Students must demonstrate language proficiency in Spanish or Portuguese. This requirement may be met through examination or by completing a Spanish or Portuguese course at the 300 or 400 level.

THE LATIN AMERICAN STUDIES MINOR

The minor in Latin American Studies consists of seven credits to be taken from the following list, which is grouped into courses, foreign programs, and other alternatives. At least two credits must be from the list of arts and humanities courses and at least two credits from the list of history and social sciences courses. These two credits must be from different departments. Otherwise, students may take any combination of courses, foreign programs, and other alternatives. In designing their minors, students should consult with members of the Latin American Studies Committee.

Courses

A. Arts and Humanities

Art 226, Music 281, Philosophy 272, any course in Spanish, Foreign Civilization, or Literature in Translation on Latin America.

B. History and Social Sciences

Economics 245, Economics 270, Business 470, History 257, Politics 219, any course in Sociology & Anthropology on Latin America.

Other courses: see list that follows

Foreign Programs

Course credit gained through participation in study programs in Latin America may be used to fulfill part of the electives requirement. All such credit must be approved in advance by the Latin American Studies Committee. Students are encouraged to participate in Lake Forest College's fall semester International Internship Program in Santiago, Chile, which provides a professional internship experience, intensive language instruction, and a cultural and historical introduction to Chile. The committee also recommends the two Costa Rica programs sponsored by the Associated Colleges of the Midwest. All credits earned on foreign programs will count at the 300 or 400 level.

Other Alternatives

A maximum of two credits may be obtained through tutorials, research projects, creative projects, and domestic internships. Students are encouraged to participate in a research project through the Latin American Research Institute.

LATIN AMERICAN RESEARCH INSTITUTE

The Latin American Research Institute (LARI) seeks to promote and disseminate advanced undergraduate research on Latin America. Students interested in engaging in intensive research on Latin America enroll in Latin American Studies 375, a research-based course featuring both a core seminar experience and a research project under the supervision of the LARI director. This work is carried out under a broad annual theme; for 1999-2000 the theme is "Globalization: Social, Economic, and Political Impacts on Latin America." Along with promoting student research, LARI also facilitates students' presentations in research symposia (such as the annual Student Symposium and other off-campus meetings); maintains a Web site featuring students' research reports, faculty papers, and other Latin America-related material; and sponsors a speakers series (including the LARI Annual Lecture). Prerequisites for admission to LNAM 375: some prior background in Latin American Studies, research competence in Spanish or Portuguese, and permission of the LARI director (Professor Smith).

Courses Offered in Latin American Studies

(consult departmental listings for description)

Art 226
(Colonial Latin American Art)

Business 470
(Latin American Global Business)

Economics 245
(Child Labor in Latin America)

Economics 270
(Latin American Development)

Foreign Civilization 302
(The Latin American World)

Foreign Civilization 335
(Film and History in Spain and Latin America)

Foreign Civilization 380
(Seminar in Latin American Studies: Literature, Film, and Society)

History 257
(History of Mexico)

Latin American Studies 375
(Latin American Research Institute —research project)

Latin American Studies 480
(Senior Seminar—1999-2000 topic: Latin American Identities)

Literature in Translation 209
(Brazilian Literature in Translation)

Music 281
(Latin American Music)

Philosophy 272
(Currents in Latin American Thought)

Politics 219
(The Politics of Latin America)

Sociology and Anthropology 231
(Histories and Cultures of Latin America)

Sociology and Anthropology 241
(Maya Cultures and Histories)

Sociology and Anthropology 321
(Our Americas)

Spanish 305
(Hispanic Culture)

Spanish 320
(Spanish for International Affairs)

Spanish 335
(Survey of Latin American Literature)

Spanish 365
(Latin American Narrative)

Spanish 370
(Hispanic Poetry)

Spanish 415
(Portuguese for Spanish Speakers)

Spanish 425
(Latin American Culture and Civilization)

Spanish 480
(Senior Seminar in Spanish—in years when the topic is pertinent to LNAM)

MATHEMATICS AND COMPUTER SCIENCE

Professor Lowell A. Carmony
Computer Science. Artificial Intelligence. Medical Informatics.

[1]*Professor Steven Galovich*
Number Theory

Professor Robert Holliday (Chairperson)
Computer Science. Combinatorics.

Professor Edward Packel
Functional Analysis. Applications of Mathematics to the Behavioral and Social Sciences. Computer Science.

Associate Professor Jill Van Newenhizen
Social Choice Theory. Functional Analysis.

[2]*Associate Professor DeJuran Richardson*
Statistics. Biostatistics.

Assistant Professor Craig Knuckles
Control Theory and Optimization. Functional Analysis.

Assistant Professor David Yuen
Riemann Surfaces. Algebraic Geometry. Modular Forms. Computer Science.

[3]*Instructor Ruthane Bopp*
Algebra. Real Analysis.

[1] Provost and Dean of the Faculty
[2] Sabbatical Leave of Absence 1999-2000
[3] Registrar of the College

Concepts and techniques of mathematics and computer science play a vital role in an ever-increasing number of human activities. The curriculum and other activities of the Department of Mathematics and Computer Science are designed to acknowledge this fact. The department offers a major in mathematics and a major in computer science.

MATHEMATICS MAJOR

The mathematics major combines conceptual and theoretical ideas with computational techniques and applications of mathematics. When appropriate, courses use technology and the department's computer laboratory to facilitate exploration and understanding in a cooperative setting. Majors are prepared to pursue careers that emphasize applications of mathematics, careers in teaching, and graduate study in mathematics.

The minimum requirements for all students majoring in mathematics are satisfactory completion of the following:

Mathematics 110, 111, 210, 230, 231, 311, 330, and Computer Science 112 (or the Honors sequence, Mathematics 115, 116 instead of Mathematics 110, 111).

One of the following sequences:
(1) Mathematics 331 and another mathematics course numbered 300 or above;
(2) Mathematics 350, 351.

Internship credit may not be counted toward the major.

The senior studies course or senior thesis in mathematics.

In addition, one course from the following is required: Physics 120, Philosophy 265, Economics 330, or any Computer Science course numbered 212 or above.

Most majors who plan careers in mathematics elect more than the minimum number of courses that are required. A reading knowledge of a foreign language is strongly recommended for students who plan to go to graduate school.

MATHEMATICS MINOR

Requirements include the following: Mathematics 110, 111, 210, 230, and either Mathematics 214 or 231; one mathematics course numbered 300 or above; Computer Science 112.

The department encourages students interested in the actuarial profession to prepare for the examinations administered by the Society of Actuaries for certification as an Associate or Fellow in that professional organization. Students interested in the actuarial profession should elect Mathematics 110, 111 (or 115, 116), 210, 230, and 231 along with Mathematics 314, 350, 351.

Admission to any course in the department requires a grade of C- or better in all prerequisite courses.

MATHEMATICS COURSES

103 The Nature of Mathematics
Intended for students with primary interests in the humanities and social sciences. The course uses set theory, logic, and language as a foundation for studying a variety of topics central to the development of modern mathematics. Emphasizing the central role of language in mathematics, the course shows that mathematics is about communication of ideas. Topics will be explored through experimentation with computers where appropriate using games, puzzles, and group projects as well as lectures and discussions. Additional topics include codes and basic geometry. The course will focus on the interplay of different ideas.

104 Elementary Mathematics from an Advanced Standpoint
This course presents an overview, for a sophisticated audience, of several topics from elementary mathematics. The course stresses three themes: Mathematics in the liberal arts, mathematics from a historical perspective, and mathematics as a problem-solving activity. Topics to be covered include numeration systems, non-base-ten representations, and elementary number theory including primes and factorizations, rationals as terminating and repeating decimals, irrationals, simple probability experiments, elementary set theory, and mathematical reasoning. Prerequisite: Mathematics 103 or permission of the instructor. (Cross-listed as Education 104.)

105 Elementary Functions
Properties of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Analytic geometry. (Does not meet GEC Natural and Mathematical Sciences Requirement.)

110 Calculus I
The calculus of functions of one variable. Limits, continuity, differentiation, and applications; a brief introdnction to inregration. Prerequisite: 3.5 years of high school mathematics or Mathematics 105.

111 Calculus II
The calculus of functions of one variable. Integration, applications of integration, sequences, and series. Prerequisite: Mathematics 110.

115 Honors Calculus I
Theory and applications of the calculus of functions of one variable. Limits, continuous functions, differentiable functions, the definite integral, and applications. Prerequisite: permission of the instructor.

116 Honors Calculus II
Continuation of Mathematics 115. Integration and applications, sequences, infinite series. Prerequisite: permission of the instructor.

150 Introduction to Probability and Statistics
Designed for students in the social and life sciences. Discrete probability theory, distributions, sampling, correlation, and regression, Chi square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines. (Not open to students who have taken Economics 130).

160 Finite Mathematics with Applications
Mathematical topics as needed to build and solve mathematical models of situations in the life, social, and managerial sciences. Basic probability theory; vectors, matrices, and Markov chains; linear programming; and game theory.

210 Multivariable Calculus
Partial differentiation, the algebra and calculus of vectors, curves and their parametrization, multiple integration, Stokes's and Green's theorem, and applications. Prerequisite: Mathematics 111.

214 Differential Equations
Differential equation models, analytic solution techniques, qualitative solution concepts, and computer visualization for single equations and systems. Applications of differential equations. Prerequisite: Mathematics 210 or permission of the instructor.

230 Introduction to Abstract and Discrete Mathematics
Topics covered include logic and proofs, set theory, relations, cardinal numbers, countable and uncountable sets, permutations and combinations, graph theory, and group theory. Prerequisite: Mathematics 110.

231 Linear Algebra
Vector spaces, linear independence, linear transformations, matrices, determinants, and applications to geometry. Prerequisite: Mathematics 230 or permission of the instructor.

310 Complex Analysis
Study of functions of one complex variable. Analytic functions, complex integration, Cauchy's theorem, complex power series, and special functions. Applications to other areas of mathematics and to mathematical physics. Prerequisites: Mathematics 210 and 230 or permission of the instructor.

311 Introduction to Real Analysis
A rigorous one-dimensional course covering the following introductory real analysis topics: Axioms for the real numbers, boundedness, limits, monotone functions, continuity, uniform continuity, Cauchy criterion for convergence, cluster points, compactness, differentiability, integration, and infinite series. Prerequisites: Mathematics 210 and 230.

314 Numerical Analysis
Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisites: Mathematics 111, 231, and Computer Science 112. (Cross-listed as Computer Science 314.)

320 Mathematical Methods
Applied mathematics for scientists. Topics typically include series approximations to functions, matrices and eigenvectors, vector analysis, special functions, ordinary and partial differential equations, orthogonal polynomials, asymptotic techniques, boundary value problems, and numerical methods. Four lectures per week. Prerequisites: Physics 121 and Mathematics 210. (Cross-listed as Physics 320.)

329 Number Theory
Mathematical induction, divisibility properties of integers, prime numbers, and congruences. Prerequisite: Mathematics 230 or permission of the instructor.

330 Modern Algebra I
A study of algebraic structures with emphasis on groups, rings, and fields. Prerequisite: Mathematics 230.

331 Modern Algebra II
Additional topics in modern or linear algebra such as field extensions, Galois Theory, group conjugacy, modules, eigenvalue theory, dual spaces, and unitary spaces. Prerequisite: Mathematics 330 or permission of the instructor.

350 Mathematical Probability
Discrete and continuous probability. Distributions, the law of large numbers, the central limit theorem, random variables, and generating functions. Prerequisite: Mathematics 210 or permission of the instructor.

351 Mathematical Statistics
A mathematical study of such topics as estimation of parameters, confidence intervals and tests of hypotheses, decision theory, regression, analysis of variance, and nonparametric methods. Prerequisite: Mathematics 350.

360 Mathematical Modeling and Computer Simulation
Introduction to the process and techniques of modeling actual situations using mathematical methods and computer simulation. Topics may include optimization, dynamical systems, axiom systems, queuing theory, and introduction of a simulation language. Team projects and reports. Prerequisites: Mathematics 111, Computer Science 112, and some additional sophistication in at least one of the following: mathematics, computer science, or applying mathematics in a field of interest. (Cross-listed as Computer Science 360.)

375 Combinatorics and Graph Theory
Enumeration techniques with emphasis on permutations and combinations, generating functions, recurrence relations, inclusion and exclusion, and the pigeonhole principle. Graph theory with emphasis on trees, circuits, cut sets, planar graphs, chromatic numbers, and transportation networks. Also included will be designs with emphasis on Latin squares, finite projective and affine geometries, block designs, and design of experiments. Prerequisite: Mathematics 230. (Cross-listed as Computer Science 375.)

499 Great Theorems of Mathematics
Seminar course to introduce students to various masterpieces in the development of mathematics. Some of the most historically important proofs and ingenious logical arguments from mathematics will be presented and discussed. An emphasis will be placed on the interconnectedness among various subject areas within mathematics. Prerequisite: permission of the instructor. (Meets GEC Senior Studies Requirement.)

Mathematics Courses Offered Less Frequently

195 The Mathematics of Games and Gambling
This course introduces and develops some of the important and beautiful "elementary" mathematics needed for rational analysis of various game and gambling activities. Topics treated include permutations and combinations, probability, expectation, the binomial distribution, elementary game theory, power indices, and the gambler's ruin. Social and historical issues related to gambling will also be considered along with a variety of hands-on gaming activities, but the primary emphasis will be on the understanding and application of the mathematics behind these activities.

198 Mathematics in Civilization
Mathematics has played a major role in the development of Western civilization. This course investigates how important mathematical subjects such as algebra and geometry arose out of such diverse activities as science, commerce, and art. Our approach will be historical, and our journey will take us from the development of number systems in the ancient Middle East nearly 4,000 years ago to the use of non-Euclidean geometry to describe the universe in the twentieth century.

211 Mathematics of Chaos
A study of nonlinear dynamical systems, including iteration of functions, attracting and repelling periodic orbits, bifurcation, the period doubling route to chaos, complex dynamics, fractals, and Mandelbrot and Julia sets. Real-world implications and applications of chaos. Can meet the requirements for a 300-level or above mathematics course on completion of an additional project approved by the instructor. Prerequisite: Mathematics 111.

260 History of Mathematics
A survey of the important concepts of mathematics from the time of the Babylonians to the present. Emphasis will be on the evolution of mathematical ideas and the contributions of the most prominent individuals associated with the development of mathematics. Prerequisite: Mathematics 111 or permission of the instructor.

340 Geometry
Selected topics from affine, Euclidean, non-Euclidean, projective, and differential geometry. Prerequisite: Mathematics 230 or permission of the instructor.

365 Algebraic Coding Theory
A study of the algebraic structure of codes designed to transmit messages through a noisy channel in an efficient and relatively error-free fashion. Topics include finite-dimensional vector spaces over a finite field and the connection between coding theory and areas such as geometry, combinatorics, and number theory. Prerequisite: Mathematics 231 or permission of the instructor. (Cross-listed as Computer Science 365.)

410 Topology
Point set topology. Such topics as topological spaces, separation axioms, covering properties, metrization, convergence and completeness and homotopy theory. Prerequisite: Mathematics 230.

411 Topics in Modern Analysis
Introductory notions of functional analysis. Banach spaces, integration and measure, Hilbert spaces, and commutative Banach algebras.

COMPUTER SCIENCE MAJOR

The compurer science major is designed to prepare students within a liberal arts setting for careers in the field of computer science. The minimum requirements for the major in computer science are the following:

Successful completion of Mathematics 110 and 230 and Computer Science 112, 212, 213, 317, and 318.

Any four additional Computer Science courses, including 214 and those numbered 300 or above including the senior studies course. Internship credit may not be counted toward the major.

Strongly recommended are Mathematics 111, 150 (or 350 and 351 for a stronger theoretical emphasis), 214, 231, 314, and 375 and Philosophy 265.

COMPUTER SCIENCE MINOR

Computer Science 112, 212, 213, 317, and 318 and Mathematics 110 and 230.

Admission to any course in the departmenr requires a grade of C- or better in all prerequisite courses. A reading knowledge of a foreign language is strongly recommended for students who plan to go to graduate school.

COMPUTER SCIENCE COURSES

107 Communications Technology and Internet Programming
An exploration of the technologies associated with Internet communications. Programming topics include HTML, Java, and CGI. Other topics include audio and visual digitization, graphic manipulation, platform independence, and security. The technologies are implemented to create expository accounts of various research activities on campus. Added emphases are placed on technical writing and scientific exposition. Prerequisite: Basic familiarity with computers: windows, text editors, file manipulation, and Web surfing.

112 Introduction to Structured and Object-Oriented Programming
Methodology of structured programming via the language C++. Functions, types, arrays, records, and objects applied to development of techniques and algorithms important in computer science. Emphasis on problem solving and structured, top-down refinement. Prerequisite: strong high school mathematics background or significant previous programming experience.

115 Introduction to Administrative Programming and Applications
Development of the programming language COBOL along with a variety of applications to common business programming situations. Coverage includes sequential and random access files. Prerequisite: Computer Science 112.

212 Advanced Object-Oriented Programming
Further exposure to programming techniques in C++, especially objects. Topics include sequential and random files, searching and sorting, static and dynamic storage allocation, recursion, and elementary linear data structures such as stacks, queues, and linked lists. Prerequisite: Computer Science 112.

213 Introduction to Computer Systems
Computer structure and machine language, specific assembly language development, addressing techniques, input/output techniques, and construction of an assembler. Prerequisite: Computer Science 112.

214 Principles of Computer Logic and Architecture
Basic logic, digital electronics, microcomputer architecture, and interfacing, with hands-on laboratory activity. Prerequisite: Computer Science 112.

260 Symbolic Logic
An introduction to propositional and predicate logic. Topics include formal semantics, translation, natural deduction, quantification theory, and compleness. The relevance of logic to computer theory and artificial intelligence will be stressed. (Cross-listed as Philosophy 265.)

317 Data Structures and Algorithm Analysis
In-depth study of abstract data structures (linked lists, trees, graphs) and analysis of algorithms. Applications programmed individually and in groups. Prerequisites: Computer Science 212 and Mathematics 230.

318 Program Language Organization
Basic computer linguistics, BNF grammars, types, static and dynamic storage, control structures, and introduction to compiling and interpreting. Prerequisite: Computer Science 212.

360 Mathematical Modeling and Computer Simulation
Introduction to the process and techniques of modeling actual situations using mathematical methods and computer simulation. Topics may include optimization, dynamical systems, axiom systems, queuing theory, and introduction of a simulation language. Team projects and reports. Prerequisites: Mathematics 111, Computer Science 112, and some additional sophistication in at least one of the following:

mathematics, computer science, or applying mathematics in a field of interest. (Cross-listed as Mathematics 360.)

375 Combinatorics and Graph Theory
Enumeration techniques with emphasis on permutations and combinations, generating functions, recurrence relations, inclusion and exclusion, and the pigeonhole principle. Graph theory with emphasis on trees, circuits, cut sets, planar graphs, chromatic numbers, and transportation networks. Included will be designs with emphasis on Latin squares, finite projective and affine geometries, block designs, and design of experiments. Prerequisite: Mathematics 230. (Cross-listed as Mathematics 375.)

425 Artificial Intelligence
An introduction to such topics as tree and graph searches, minimax methods and alpha-beta pruning, heuristics, backtracking, natural language processing, and computer vision and robotics. Prerequisite: Computer Science 212. (Meets GEC Senior Studies Requirement.)

427 Introduction to Database Systems
An in-depth study of the proper methods of design for database systems with a heavy emphasis on the relational model. An introduction to hierarchic, inverted list, and network systems as well as data definition languages and data manipulation languages. Prerequisites: Computer Science 212, and Mathematics 230.

434 Theory of Computation
Formal grammars, sentence derivation and ambiguity, finite state machines, equivalence and reduction, equivalence of right linear grammars and finite state automata, limitations of finite state automata, Turing machines and effective computability, unsolvable problems and NP-complete problems. Prerequisite: Mathematics 230.

461 Compiler Design
An examination of the major features of a compiler for a high-level language. Includes syntactic analysis, symbol table generation, parsing, error recovery, code generation, and code optimization. Students will implement a complete compiler/interpreter for an assigned minilanguage. Prerequisites: Computer Science 212 and 213. Corequisite: Computer Science 318. (Meets GEC Senior Studies Requirement.)

489 Advanced Topics in Computer Science
Theory of the Internet, programming with Java, CGI, and Perl. Operating systems, including UNIX. Computer networks: theory, hardware, and software. Projects include a Web project and a networking project. Prerequisite or corequisites: Computer Science 317 and permission of the instructor. (Meets GEC Senior Studies Requirement.)

Computer Science Courses Offered Less Frequently

314 Numerical Analysis
Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisites: Mathematics 111 and 231, and Computer Science 112. (Cross-listed as Mathematics 314.)

336 Operating Systems and Systems Programming
A study of assemblers, linkers, loaders, and other systems programs. An introduction to memory, device, and file management in batch, multiprocessing, and time-shared operating systems. Prerequisites: Computer Science 212 and 213.

365 Algebraic Coding Theory
A study of the algebraic structure of codes designed to transmit messages through a noisy channel in an efficient and relatively error-free fashion. Topics include finite-dimensional vector spaces over a finite field and the connection between coding theory and areas such as geometry, combinatorics, and number theory. Prerequisite: Mathematics 231 or permission of the instructor. (Cross-listed as Mathematics 365.)

METROPOLITAN STUDIES

Professor Richard Dye (Chairperson)

Cori Stevens, Assistant Librarian

METROPOLITAN STUDIES MINOR

(No major is currently available.)
An interdisciplinary minor in Metropolitan Studies allows the student to examine from a variety of perspectives the development and impact of urbanization in the great metropolitan regions (comprising larger inner cities and suburban communities) in which a majority of the world's population now lives.

The core courses in Metropolitan Studies are:

Economics 240
(Urban Economics)

History 263
(American Cities)

Politics 223
(Urban and Suburban Politics)

A student must complete two of the core courses listed above, plus four additional courses among those listed below:

Economics 340
(Environmental and Natural Resource Economics)

Economics 350
(Public Finance)

Sociology and Anthropology 114
(Chicago Sociology)

Sociology and Anthropology 290
(Social Service and Social Policy)

An independent study research project (approved by one of the program advisors)

Note: the third core course may be counted as an elective.

Any of the following forms of applied study count as two metropolitan studies electives:

ACM Urban Studies Term in Chicago

ACM Urban Edncation Program

An internship (approved by one of the program advisors)

MUSIC

Assistant Professor Rami Y. Levin (Chairperson)
Theory. Composition.
Music History. Instrumental Ensembles.

Assistant Professor Donald Meyer
Music History. Electronic Music. World Music.

Lecturer Bart Bradfield
Director of Choral Ensembles. Theory.

Teaching Associate Lori Ashikawa
Violin

Teaching Associate Sally Bowers
Flute

Teaching Associate Heidi Brann
Ohoe

Teaching Associate John Chapman
Organ

Teaching Associate Tim Fox
Jazz Ensemble

Teaching Associate Jay Myerson
Guitar and Bass

Teaching Associate Joy Yu Hoffman
Harp

Teaching Associate Ian Hominick
Piano

Teaching Associate John Kness
Trumpet

Teaching Associate Deborah Katz Knowles
Percussion

Teaching Associate Steve Million
Jazz and Blues Piano

Teaching Associate Mitch Paliga
Saxophone

Teaching Associate Dianne Ryan
Bassoon

Teaching Associate David Tuttle
Clarinet

Teaching Associate Kathleen Van De Graaff
Voice

The department offers courses in theory and composition, music history, and performance. Several courses are designed specifically for students with little or no prior musical experience (104, 150, 217, 225, 264, 265). The department has an electronic and recording studio equipped with analog and digital (MIDI) equipment.

The department sponsors a range of performance activities. The Lake Forest College Chorus is the main choral group, with advanced singers invited to join a smaller a cappella ensemble. Instrumental musicians may participate in the Chamber Orchestra, String Quartet, Woodwind Quintet, Flute Choir, and Jazz Ensemble. The department also encourages student ensembles such as other chamber groups and rock groups. Students may study applied music through private lessons in piano, voice, or other instruments. These may be done on a credit or noncredit basis. The fees for noncredit lessons are listed in this bulletin in Undergraduate Tuition and Expenses. Practice rooms with pianos are available for student use. A series of master classes each year gives students the opportunity to play for and receive feedback from professional instrumentalists in an informal lesson, open to the College community.

The location of the College among the north shore suburbs of Chicago provides unusual opportunities for students to hear great performing organizations, such as the Chicago Symphony Orchestra, the Lyric Opera, the Lake Forest Symphony, and numerous performing artists. In addition, Lake Forest Lyrica, a series of chamber music concerts performed by some of Chicago's finest musicians, is held on the campus in Lily Reid Holt Memorial Chapel and is free to students. Students may also participate in the North Suburban Symphony, a local community orchestra.

MUSIC MAJOR

The major consists of the following courses:

Three semesters of theory: Music 151, 250, and 251.

Three courses in music history: 360, 361, and one course from 217, 262, and 265.

One course credit (one year) in music performance (108, 109, 110, 111, 211, 311, or 411).

One elective music course (excluding 104 and 150).

Senior studies seminar.

Additional Requirements

To graduate with a major in music, students are required to have a minimum GPA of 2.0 in all music courses.

All music majors must pass a proficiency exam in basic sightsinging and dictation by the end of their junior year. Students majoring in music are also required to pass a piano proficiency exam by the beginning of their junior year. The department encourages anyone considering a music major to take this exam as early as possible because students who do not pass the exam must take two semesters of piano lessons. These lessons may count as the course credit in music performance (a credit that is required of all majors), as the elective course for the major, or as an additional course beyond the requirements for the major. Alternatively, the student can pay for piano lessons privately, provided they are hour-long sessions each week for a minimum of 26 weeks. See your Music Department advisor for more information.

MUSIC MINOR

The minor is designed for students with an interest in music who do not want the intense concentration of a major. The requirements provide students with a working knowledge of elementary music theory and a background in at least two periods of music history. One year of performance in an ensemble or applied lessons is required. A total of six courses is required to include the following: two courses in music theory from Music 150, 151, 250, and 251; two courses in music history, of which at least one course must be from Music 360 or 361 and the second course may include Music 217, 227, 262, 264, or 265; one course (one year) in music performance from Music 111, 211, 311, 411, 108, 109, or 110; one elective with the exclusion of Music 104.

104 Perspectives on Music

An introduction to various facets of music through guided listening to selected masterpieces of Western music as well as exposure to folk music, popular music, and non-Western music. No previous knowledge is needed. Intended for nonmajors.

108 Lake Forest College Chamber Orchestra

The Lake Forest College Chamber orchestra is an ensemble devoted to the performance of Baroque, classical, and twentieth-century repertoire. The group performs two concerts each semester with the Lake Forest College Chorus. The Chamber Orchestra is open to all qualified members of the College community. Auditions will be held early in the fall. Students wishing to earn credit for participation may do so with the consent of the instructor. Credit may be earned after a year's participation in the group and completion of a paper under the supervision of the instructor. This course is graded on a letter-grade basis. In the event this course creates a fifth-course overload, the additional tuition will be waived for the first two credits awarded.

109 Lake Forest College Chorus

The Lake Forest College Chorus performs repertoire ranging from Bach to Bernstein, medieval to jazz, as well as music of the world's various cultures and traditions. Membership in the chorus is open to all students. Two performances are given each semester with the Lake Forest College Chamber Orchestra. Students wishing to earn credit for participation may do so with the consent of the instructor. Credit may be earned after a year's participation in the group and completion of a paper under the supervision of the instructor. This course is graded on a letter-grade basis. In the event this course creates a fifth-course overload, the additional tuition will be waived for the first two credits awarded.

110 Jazz Ensemble

Under the direction of its conductor, the Jazz Ensemble performs music from big band classics and contemporary repertoire. The ensemble is open to all students by audition. Credit may be earned after a year's participation in the group and completion of a paper under the supervision of the instructor. This course is graded on a letter-grade basis. In the event this course creates a fifth-course overload, the additional tuition will be waived for the first two credits awarded.

111, 211, 311, 411 Applied Music

Private instruction in piano, organ, orchestral instruments, and voice. For noncredit weekly lessons of one-half, three-fourths, or one hour, an additional fee is charged. See Undergraduate Tuition and Expenses for details. For credit, the student must either have Music 150 as a pre- or corequisite or obtain consent of the chairperson

of the department; the student must satisfactorily complete one year of instruction with weekly lessons of one hour and must participate in two workshops and one recital each semester. This course is graded on a letter-grade basis. If this course is taken as a fifth-course overload, there will be an additional charge. See under Course Overload Charge in Undergraduate Tuition and Expenses for an exception to the rule.

150 Fundamentals of Music
Introduction to elements and basic principles of tonal music: notation, intervals, scales, rhythm, meter, melody, and harmony. Emphasis on listening and creative work. No prerequisite, but some musical experience is helpful.

151 Music Theory I
Basic elements of tonal harmony are taught including triads, seventh chords, figured bass, harmonic progression, voice leading, and four-part writing. Prerequisite: Music 150 or consent of the instructor.

217 World Music Survey
Survey of music of the world's peoples: music in nonliterate cultures in Africa, Australia, and the Americas; folk music of the Caribbean and Latin America; fine art and other music of Asia, the New East, and Indonesia; folk music of Europe and the United States; the social and cultural roles of music. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

219 African American Music
This course covers the history of African American music from the days of slavery through the contemporary period. Styles to be covered will include spirituals, minstrel music, the blues, jazz, rhythm and blues, soul, gospel, and hip-hop. The course will also include a discussion of social and political issues that have influenced the history of African American music and the African American experience. (Meets GEC Cultural Diversity Requirement.)

225 Introduction to Electronic Music: MIDI Sequencing
Designed to foster creative work in the College's recording/electronic music studio, the course deals first with the history of electronic music (Futurism, musique concrete, early analog analysis) and then with studio techniques, using both analog and digital equipment, microphones, tape recorders, mixing, digital synthesis, and a creative project. Two regular sessions and one laboratory each week. Corequisite: Music 150.

227 History of Jazz
Principal styles of representative jazz musicians; the roots (including blues and ragtime); jazz in New Orleans and Chicago; and big band, swing, bop, and fusion. (Meets GEC Cultural Diversity Requirement.)

250 Music Theory II: Tonal Analysis
A continuation of the study of harmony, including modulation, chromatic harmony, and counterpoint. Prerequisite: Music 151 or consent of the instructor.

251 Form and Tonal Analysis
Study of the principal forms in Western art music: binary and ternary forms, sonata, theme and variation, and rondo. This course covers analysis of tonal masterworks of the eighteenth and nineteenth centuries, including music of J. S. Bach, Mozart, Beethoven, Schubert, and Brahms, applying the knowledge gained in the study of tonal harmony. Prerequisite: Music 250.

262 Great Composers
This course explores the lives of some of the great composers of the Western classical music tradition, including (but not limited to) Mozart, Beethoven, Tchaikovsky, Wagner, Copland, and Stravinsky. The composers' works will be examined in the context of their times as well as in the overall scheme of music history. Prerequisite: Music 104 or 150 or consent of the instructor.

264 The History of Rock and Roll
This course covers the history of rock music from its origins in the blues and American country music to the diverse rock styles heard today. Analysis of performances and compositional styles of several familiar rock stars is included. Social and political influences will be addressed, but the focus will be on the music itself.

265 American Music
Music in the United States from the time of the Pilgrims to the present day. The course includes art music, folk music, and jazz. Prerequisite: Any music class or consent of the instructor.

281 Latin American Music
Various topics studying cultural music of Latin America. (Meets GEC Cultural Diversity Requirement.)

282 Women's Voices: Heroines, Singers, Composers, Patrons, Writers
This course will bring into focus the presence, role, and representation of women in Western art music and Western culture during the nineteenth and twentieth centuries. Using current methodologies of feminist criticism and drawing on recent important contributions to the study of gender and music, we will piece together a multifaceted narrative of "female voices" in Europe and the United States, from 1800 to the present. (Meets GEC Cultural Diversity Requirement.)

325 Advanced Electronic Music
A continuation of Music 225. More independent work and hard disk recording. Prerequisite: Music 225.

360 Music History I: From Chant to Bach
An introduction to the music of the Middle Ages, Renaissance, and Baroque periods. Composers emphasized include Machaut, Josquin, Palestrina, Lassus, Monteverdi, Schültz, Purcell, A. Scarlatti, Handel, and Bach. Prerequisite: Music 104 or 150 or consent of the instructor.

361 Music History II: From Classical to Contemporary
Representative composers and compositions from the Classical and Romantic periods will be discussed, including Mozart, Beethoven, Haydn, Tchaikovsky, Brahms, and Wagner. The many trends and styles of music of the twentieth century will be covered, including Impressionism, Expressionism, Neo-Classicism, Minimalism, and Chance Music. Composers will include Debussy, Ravel, Schoenberg, Reich, and Cage. Prerequisite: Music 104 or 150 or consent of the instructor.

Music Courses Offered Less Frequently

105 American Musical Theatre in Past and Present
A study of representative musical comedies, operettas, and related works, which will provide topics for papers by students. Emphasis will be placed on relationships to political, social, and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are *Show Boat*, *Oklahoma!*, *South Pacific*, *My Fair Lady*, *Hair*, *Jesus Christ Superstar*, *A Little Night Music*, *Sunday in the Park with George*, and others. The course will also work with word processing. (Cross-listed as Theatre 105.)

120 Songwriting
How to write songs. Emphasis on popular forms in the styles of the 1960s to 1980s, including pop, rock, folk, Broadway, and others. Covers text, setting, forms, harmony, instrumentation, arranging, record studio techniques, and performance. Prerequisite: Music 150 or consent of the instructor.

280 Genius: The Lives and Works of Mozart, Bach, and Einstein
A study of the phenomenon of genius with an examination of the lives and works of famous men and women in various fields of creativity including science, literature, and the arts. Special emphasis will be given to the music of Mozart, Bach, and Beethoven with the aim of understanding their creative approaches and the characteristics thar set their music apart from the works of their contemporaries.

420 Advanced Composition
Independent work.

PHILOSOPHY

Professor Abba Lessing
Existentialism. Deconstruction. Hegel. Philosophy and Literature. Philosophy in Film.

Professor Louis G. Lombardi (Chairperson)
Ethics. Political Philosophy. Greek Thought.

Associate Professor Janet McCracken
Aesthetics. History of Philosophy. Gender Studies.

Assistant Professor Joseph Yeh
Asian Philosophy. Philosophy of Culture. Environmental Ethics.

Philosophy is the founding discipline of the Western intellectual tradition. It remains at the center of the liberal arts, spreading its branches throughout the curriculum in threatening as well as supporting ways. Philosophy continues to be a gadfly, upsetting the complacency that often sets in when underlying assumptions are not questioned. Challenges to modernity, postmodernism, traditional gender roles, cultural biases, and established public policy all have important philosophical roots. Philosophical inquiry and critique, by constantly reinterpreting and reimagining traditions, will help push us into the next century. In pursuing wisdom, clarity, and intellectual responsibility, philosophers have engaged a wide range of issues: the relationship between human beings and nature, the value of justice, the possibility of knowledge, and the meaning of human existence.

The philosophy curriculum at Lake Forest College highlights the discipline's central and critical role: We focus on:

Exploring the Immense Range of Philosophical Concerns: Philosophical questions emerge in all facets of human life. We seek not to isolate philosophy but to highlight the ways human beings are inevitably led to ask the fundamental questions with which philosophers grapple. We deal with aesthetic, metaphysical, epistemological, and ethical issues in film, in works of art, and in debates over public policy.

Stressing the Practical Value of Philosophical Inquiry: Philosophy is not mere idle speculation but serious inquiry into issues that matter in our professional, public, and personal lives; philosophical insights help us grapple with questions ranging from the obligations between employers and employees to what level of education is owed each member of our society to how we ought to view the environment.

Developing Critical Thinking Skills: Philosophy is both a subject and a way of thinking, a critical reflection on our most important judgments and human experiences. Philosophical skills can be used to put things in perspective, to see the consequences of our views, and to assess justifications of our beliefs, practices, and institutions.

Cultivating an International Outlook: Philosophical reflection occurs in different ways in different cultures. We seek to provide students with some understanding of this range of styles by offering opportunities to study Asian as well as Western philosophy. Our international focus is evident through our involvement with the College's Program in Greece and Turkey. Further, we take advantage of the international cultural atmosphere in Chicago as well as the natural attractions of the area.

Fostering Creativity: Philosophical investigations require that students not simply learn a body of information but that they assess and build on that knowledge and ultimately develop their own insights and arguments. Philosophy majors are expected to design their own research project as the culminating experience for the major.

Except where prerequisites are listed, philosophy courses are open to all students, though freshmen should begin with a 100-level course or courses numbered below 220. Students may enroll for credit in only one section of Philosophy 110.

PHILOSOPHY MAJOR

Philosophy majors are expected to have a strong grounding in Western philosophical traditions hut are encouraged to explore their own philosophical interests, for example, in Asian thought, in gender issues, in law and ethics, or in literature and the arts. Eight courses are required for a major (not counting internships). These must include Philosophy 290, 291, 292, and a minimum of one of the following 300-level courses: Philosophy 305 and 325. All majors are encouraged to take both 305 and 325. Seniors must choose either Philosophy 490 or 495.

Students interested in graduate work in philosophy should take 305 and 325, a logic course, and one or two courses over the minimum requirement of eight.

PHILOSOPHY MINOR

Six courses including two courses from Philosophy 270, 275, 290, and 291. One course or independent project at the 300 level or above. Most 300-level courses require one or two philosophy prerequisites.

110-1 Introduction to Philosophy: What Makes Us Human?

What is the difference between humans and nonhuman animals? Are we human by nature, or by construction? Is it easy or hard to be human? Are we morally obliged to behave in certain ways just because we are human? What do we mean when we say someone is "inhuman"? Such questions will be explored through readings from various times, perspectives, and cultures, from Genesis to Plato to Marx to Turing. (Meets GEC Freshman Writing Requirement.)

110-2 Introduction to Philosophy: Reason and the Irrational

The confrontation and dialogue between rationality and its dialectical opposite, the powers of desire, will, spontaneity, and freedom. Discussion will focus on readings from Plato, Descartes, Spinoza, Nietzsche, Kafka, Sartre, and Buber. (Meets GEC Freshman Writing Requirement.)

110-3 Introduction to Philosophy: Paths of Inquiry

Examination of fundamental issues concerning human existence as addressed by representative thinkers from these traditions and periods: classical Greek, classical Chinese, modern rationalist, modern existentialist, and contemporary continental philosophy. (Meets GEC Freshman Writing Requirement.)

110-4 Introduction to Philosophy: Asian Thought

Introduction, through representative Asian thinkers from India, China, and Japan, to fundamental philosophical issues such as the nature and meaning of human existence, what true happiness is, and what is real. (Meets GEC Freshman Writing Requirement.)

110-5 Introduction to Philosophy: Law and Freedom

Examination of conflicts between law and freedom in realms such as politics, morality, and human psychology. Topics include free will vs. fatalism and determinism, moral law and individual responsibility, and civil law vs. individual beliefs and choices. (Meets GEC Freshman Writing Requirement.)

116 Logic and Styles of Argument

Focus on the "rhyme and reason" of language. Examination of the reasons arguments are constructed in the ways they are. Investigation of informal, Aristotelian, and propositional logics, with readings from magazine articles, advertisements, and classical philosophers. (Meets GEC Freshman Writing Requirement.)

200 Philosophy and Gender

An investigation of whether and to what extent men and women think and behave differently and how such differences do or ought to change our theories of human existence and human good. A comparison of classical, modern, and postmodern treatments of the effect of gender on love, knowledge, and obligation. Reading may include Sappho, Plato, Aristotle, Hobbes, Rousseau, Mary Shelley, Freud, Mead, de Beauvoir, Irigaray, and Gilligan. (Meets GEC Cultural Diversity Requirement.)

203 Business and Professional Ethics

Analysis and evaluation of ethical problems in business and the professions. Attention will be given to the moral foundations for and limits on business activities, the idea of professional responsibility, and the relationship between professional and business obligations and general moral obligations. (Not recommended for freshmen.)

204 Labor, Property, and Value
What jobs are genuinely worthwhile? Ought people whose work does not produce anything of benefit to society get paid? Does being paid for her labor reward or degrade a worker—is it unseemly to be paid for bringing up one's own child? What should really entitle one to own property, and to what should the ownership of property entitle one? What is the significance of money? Does it really provide social power, or just emotional security? These and other moral, political, and practical questions about economics will be investigated through readings in ancient, classical, Marxist, and postmodern theories.

205 Medical Ethics
The course will investigate the three primary strands of medical ethics: (1) issues of professional responsibility, such as confidentiality and informed consent, (2) moral dilemmas that arise in the course of treatment, such as decisions about euthanasia, and (3) public policy matters, such as universal health care.

210 Environmental Ethics
Examination of relationships between human beings and nature, drawing on literature, religion, and natural science as well as philosophy. What views have shaped our current perceptions, concerns, uses, and misuses of the natural world? What creative alternatives can we discover? How can these be applied to the practical problems of environmental ethics? (Cross-listed as Environmental Studies 210.)

212 Multicultural Approaches to the Environment
A multicultural approach to examining environmental ethics, focusing on how non-Western cultures have conceived of nature and our place within it, and on how these views may offer insights into present local and worldwide environmental issues. We will also examine past and present human interactions with the environment, including previous "environmental crises," looking at both cultural practices and the values or attitudes implicit in them. Native American, Asian, and African views will be examined. (Meets GEC Cultural Diversity Requirement.)

220 Philosophy of Education
Survey of significant theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (Cross-listed as Education 220.)

225 Philosophy of Science
Examination of issues such as the nature of scientific knowledge, what counts as a "true" scientific theory, the basis of observation, and empirical knowledge. Consideration of ethical issues generated by scientific practice, the politics of technology, and current work on the sociology of scientific knowledge.

230 Philosophy and Literature
The question of meaning in and of literature. The philosophical study of works by Wiesel, Chekhov, Dostoevsky, Kafka, Réage, Philip Roth, and Milan Kundera as well as some poems by Keats, Baudelaire, Sharon Olds, and Wallace Stevens. Critical theories of Nietzsche, Roland Barthes, and Jacques Derrida are used. (Not recommended for freshmen.)

235 Studies of the Soul
The Greek word for soul is *psyche*, the root of the English word *psychology*. Philosophy is the ancestor of psychology. Long before Freud, James, and Pavlov, philosophers were investigating the structure of the mind, the intricacies of mental processing, and the mental characteristics that make us individual human beings or "personalities." This course will cross the boundary between personality theory and its philosophical predecessors and will investigate the constitution, functions, and individuating features of the human mind or soul. Readings will include Plato, Aristotle, Descartes, Kant, Freud, Murray, and Maslowe.

240 Philosophy of Law
Survey of some main philosophical theories about the nature and justification of law, with intensive examination of several key philosophical problems as they arise in workings of the American legal system. Readings drawn from law and philosophy. (Cross-listed as Politics 262. Not recommended for freshmen.)

250 Philosophy of Religion
This course is an introduction to the philosophy of religion. A particular emphasis is placed on the role of religious experience, ritual, prayer, and sacred books in articulating the idea of God. Course includes a philosophical encounter with mysticism as well as the more traditional metaphysical formulations of the divine, both in the West and the East. The critical concerns of a variety of rational skepticisms will also be examined.

255 Philosophy and Film
This course explores the philosophical content of contemporary European, Asian, and American movies with special emphasis on metaphysical, ethical, and aesthetic ideas developed and visually presented by recognized filmmakers including Ingmar Bergman, Akira Kurosawa, Satyajit Ray, Luis Buñuel, François Truffaut, Jean-Luc Godard, DeSica, Erich Rohmer, Fellini and Antonioni, Woody Allen, Orson Wells, and Robert Altman. Prerequisite: Philosophy 110 or permission of the instructor.

260 Aesthetics: Reflections on Art and Beauty
A consideration of the nature and purpose of art and aesthetic judgment through the theories of Plato, Aristotle, Kant, Tolstoy, Freud, and members of the Frankfurt School. Artworks in different media and historical periods will be used as occasions for reflection.

265 Symbolic Logic
An introduction to propositional and predicate logic. Topics include formal semantics, translation, natural deduction, quantification theory, and completeness. The relevance of logic to computer theory and artificial intelligence will be stressed. (Cross-listed as Computer Science 260)

270 American Philosophy: Principles and Pragmatism
American philosophy has a rich and diverse history. With the sometimes conflicting commitments to principles and pragmatism as a focus, the course will investigate topics such as (1) early debates over American political institutions: human rights and democracy versus aristocratic leanings to ensure good government; (2) eighteenth-century idealism (e.g., Royce) and transcendentalism (focusing on moral principle, as reflected in Emerson and Thoreau); (3) American pragmatism in its various forms (Pierce, James, and Dewey); (4) Whitehead and process philosophy; and (5) contemporary manifestations (e.g., human rights, environmental concerns, technology, and struggles with diversity).

272 Currents in Latin American Thought
Taking a historical perspective, the course will examine important themes in Latin American thought such as philosophical anthropology (race, the nature of human being, and Latin American character), the study of values (subjectivism versus objectivism), debates about philosophy and history (universalist versus culturalist approaches, free will versus determinist outlooks.) (Meets GEC Cultural Diversity Requirement.)

275 Asian Thought: China and Japan
In-depth examination of selected thinkers or textual sources, ancient and modern, from Chinese and Japanese traditions. Examination of issues such as perception, knowledge, creativity, and freedom as well as of distinctive Asian concepts of nirvana, no-self, and Dao. (Cross-listed as Religion 223. Meets GEC Cultural Diversity Requirement.)

280 Dialogue
Examination of special topics not offered in regular courses.

290 History of Western Philosophy: Ancient Greece
The nature of reality, knowledge, goodness, and beauty traced from the pre-Socratics through Plato and Aristotle. Some attention will be given to questions of philosophical style and to the transition to the medieval period.

291 History of Western Philosophy: Seventeenth and Eighteenth Centuries
Seventeenth- and eighteenth-century European philosophers, with a primary focus on epistemology and metaphysics. Readings will include Descartes, Spinoza, Locke, Hume, and Kant. Prerequisite: Philosophy 110, 290, or consent of the instructor.

292 History of Western Philosophy: Hegel and the Nineteenth Century
Idealism, romanticism, existentialism, vitalism, and pragmatism. Intensive readings in Hegel, Kierkegaard, Marx, Nietzsche, Bergson, James, Husserl, and Freud. Prerequisite: Philosophy 110, 290 and/or 291, or consent of the instructor.

303 Gender and Character
Studies of the effects of either femininity or masculinity on moral and aesthetic choices. Several philosophers of character, morality, and psychology, e.g., Aristotle, Nietzsche, Freud, MacIntyre, and Gilligan, will be examined in conjunction with various works of fiction and film. Prerequisite: one philosophy course or permission of the instructor. 1999 Focus: Femininity. (Meets GEC Cultural Diversity Requirement.)

305 Comparative Philosophy: East and West
Comparative investigation of Eastern and Western philosophical sources; elucidation and critical examination of fundamental presuppositions, unique conceptual formulations, and alternative approaches to general philosophical issues. Prerequisite: one Western philosophy course and one Asian area course, or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

307 Political Thought: Ancient to Renaissance Theory
Western political thought from the Greeks through the Middle Ages. (Cross-listed as Politics 357.)

308 Political Thought: Renaissance to Contemporary Theory
Selected political philosophies from the sixteenth century to the present. (Cross-listed as Politics 358.)

320 Twentieth Century: Phenomenology, Existentialism, Structuralism, and Deconstruction
Twentieth-century continental philosophy, moving from the primacy of lived existence to the problematics of texts. Readings in Husserl, Sartre, Merleau-Ponty, Buber, Barthes, Derrida, Levinas, Irigaray, and Leotard. Prerequisite: two philosophy courses.

322 Religious Existentialism
An epoch of European philosophy and religious thought culminated in the great system developed by Hegel. In its wake came a literature of protest, heginning with the Danish philosopher and religious thinker Søren Kierkegaard and moving through a later generation of European intellectuals who came to maturity between the two world wars. Their ranks include Jewish voices such as Martin Buber and Franz Rosenzweig as well as Christian writers such as Paul Tillich and Gabriel Marcel. Readings will include texts by these five influential religious existentialists. Prerequisite: any course in religion, junior standing, or consent of the instructor. (Cross-listed as Religion 322.)

325 Major Ethical Theories
Investigation of principal Western theories of ethics. Issues include the foundation of morality in reason or sentiments, the fundamental principles of morality, the relationship of morality to character, and the demands of morality on human action. Readings from philosophers such as Aristotle, Mill, Kant, Noddings, and MacIntyre. Prerequisite: two philosophy courses.

490 Senior Symposium and Research Project
Independent research plus regular discussions of that research in meetings of seniors and faculty. (Students undertaking a research project over two semesters would register for regular research project credit in the semester without the symposium.) Open to senior majors and others with permission of the department chair.

495 Senior Symposium and Thesis
Senior thesis project plus regular discussions of that research in meetings of seniors and faculty. (Students writing a thesis over two semesters would register for regular thesis credit in the semester without the symposium.) Open to senior majors.

Philosophy Courses Offered Less Frequently

410 Major Philosophers
Detailed investigation of works by a great philosopher. Seminar designed for students with a background in philosophy. May be repeated for credit. Prerequisite: three philosophy courses or two such courses and permission of the instructor.

420 Topics in Philosophy
Seminar designed for students with a background in philosophy. May be repeated for credit. Prerequisite: three philosophy courses or two such courses and permission of the instructor.

PHYSICS

Professor Emeritus Bailey Donnally
Atomic Structure. Atomic Collisions. Electronics. Photography.

Professor Emeritus Tung H. Jeong
Coherent Optics. Holography. Laser Applications.

Associate Professor Michael M. Kash (Chairperson)
Atomic Physics. Electron-Photon Interactions. Lasers.

Assistant Professor R. Scott Schappe
Atomic Physics. Atomic Collisions. Atom Trapping.

Visiting Assistant Professor Jeffrey M. Thompson
Atomic Cluster Physics. Many-Body Theory. Philosophy of Science.

Lecturer Marylin Bell
Astronomy. Computational Methods. Astrophysical Gamma-ray Spectroscopy.

Physics is an important, basic part of our knowledge of the natural world. The study of physics provides insight into the development of modern culture since the practical applications of physics change the way we live and the concepts of physics help shape contemporary ideas about the cosmos and our place in it.

Physics embraces the full range of physical dimensions in space and time; from the smallesr subatomic particles to the universe, from the slow drift of the continents to the speed of light, from absolute zero to stellar temperatures, from low-frequency radio waves to gamma rays. Those with curiosity about natural processes will want to understand the physical laws that govern them.

Discoveries in physics touch our daily lives. Consider the impact of electric power, radio, transistors, lasers, nuclear energy, etc. A responsible citizen must strive to understand the fundamental concepts in order to help make decisions.

The department offers courses that meet a wide range of student interests, from majors who plan for a professional career in physics to artists who want to make holograms. Besides a well-stocked collection of all the standard equipment for teaching, our laboratories are unusually well equipped with lasers and electro-optical instruments, all available for undergraduate research. The staffed machine shop helps the department create and maintain this and other equipment. Students are encouraged to work with individual faculty members in research. Research projects, which may be undertaken for course credit, give many of our majors practical laboratory experience that goes well beyond what can be learned in standard courses.

All science and mathematics majors will benefit from the elementary courses, Physics 120 and 121, or their non-calculus alternatives, Physics 110 and 111. Advanced work in physics is also appropriate for many students in addition to those who will become professional physicisrs. Students planning to enter the science-teaching profession are advised to take courses beyond the introductory level in order to deepen their understanding of the subject and because the departmenr has a tradition of excellence in physics instruction through the use of demonstrations. Those interested in electrical or mechanical engineering should major in physics as part of the dual-degree program in engineering described in the section titled Undergraduate Curriculum. Premedical students should consider majoring in physics. Students contemplating a career in industry or in technical sales will also benefit from a physics major. Anyone desiring to explore the natural world with emphasis on physical concepts rather than on mathematics should consider the series of offerings 103-109, which are designed especially for nonscientists.

PHYSICS MAJOR

The minimum major requirement of nine courses must include 120, 121, 210, 230, 250, 310, and 480 plus two additional courses numbered above 200. Exceptions to this rule may he made by the department chairperson in special cases, such as a late decision to major in physics.

Physics majors must also take Mathematics 110, 111 (or 115, 116) and 210, which are prerequisites to required courses.

Those intending to pursue graduate studies or other careers in physics are advised to enroll in more than the nine minimum courses required for the major. Tutorials may be undertaken in subjects not listed among the course offerings. Exposure to other sciences and to more advanced mathematics, especially Mathematics 214, is strongly encouraged.

PHYSICS MINOR

The minor consists of 120, 121, 210, and 250 plus one additional course numbered above 200. Exceptions to this rule may be made by the department chairperson in special cases.

Physics minors must also take Mathematics 110, 111 (or 115, 116) and 210, which are prerequisites to required courses.

106 Light, Sound, and the World of Waves

Behavior of waves, including water, sound, and radio waves and light. Optics of lenses and mirrors. Lasers and holography. Musical instruments. Lectures and demonstrations; no laboratory.

107 Chance, Fate, and Physical Law

The development of ideas about causality, space, and time and the three revolutions that have changed these concepts: Newton's classical mechanics, Einstein's theory of relativity, and Heisenberg's principle of indeterminacy. The first two support, whereas the third undermines, the belief that every event is determined to be the way it is by a rigid network of cause and effect. Lectures and demonstrations; no laboratory.

109 Astronomy and Cosmology

The solar system and planetary motion, the nature and evolution of stars, star clusters, and galaxies, and the structure and origin of the universe. Three hours of lecture and two hours of laboratory per week.

110 Introductory Physics I

The first half of elementary physics without calculus. Kinematics and Newton's laws of motion. Conservation principles. Oscillations and waves. Thermodynamics. Three hours of lecture and one laboratory per week. Uses algebra and trigonometry. (Credit may not be earned in both Physics 110 and Physics 120. Cross-listed as Freshman Studies 102.)

111 Introductory Physics II

The second half of elementary physics without calculus. Charge and electric fields; current and magnetic fields. Flux and potential. Circuit elements. Electromagnetic waves. Geometric and wave optics. Three hours of lecture and one laboratory per week. Prerequisite: Physics 110. (Credit may not be earned in both Physics 111 and Physics 121.)

120 General Physics I

The first half of elementary physics using basic calculus. This is the most appropriate first course for students majoring in the physical sciences. Kinematics and Newton's laws of motion for translations and rotations. Conservation principles. Oscillations and waves. Thermodynamics. Three hours of lecture and one laboratory per week. Prerequisite or corequisite: Mathematics 110 or 115. (Credit may not be earned in both Physics 120 and Physics 110. Cross-listed as Freshman Studies 102.)

121 General Physics II

The second half of elementary physics using basic calculus. This is the most appropriate second course for students majoring in the physical sciences. Charge and electric fields; current and magnetic fields. Flux and potential. Circuit elements. Electromagnetic waves. Geometric and wave optics. Three hours of lecture and one laboratory per week. Prerequisite: Physics 120. Prerequisite or corequisite: Mathematics 111 or 116.

210 Modern Physics

Theoretical and experimental investigations of atomic, nuclear, and particle physics, including the special theory of relativity and elements of quantum mechanics. Atomic spectra, X-ray spectra, NMR, nuclear counting techniques, half-life measurements, neutron activation, and other nuclear techniques. Three hours of lecture and one laboratory per week. Prerequisites: Physics 121 and Mathematics 111 or permission of the instructor.

230 Statistical Thermodynamics

Fundamental ideas of temperature, heat, equilibrium, and entropy. Emphasis on the microscopic, statistical basis of thermodynamics. Applications to gases, solids, and chemical and biological systems. Four hours of lecture per week. Prerequisites: Physics 210 and Mathematics 111 or permission of the instructor. (Offered in alternate years.)

240 Electronics

Transistors, diodes, integrated circuits, and their application in electronic circuits. Amplifiers, oscillators, logic circuits, and computing circuits. Electronic instruments and measurements. Three hours of lecture and one laboratory per week. Prerequisite: Physics 121 or permission of the instructor. (Offered in alternate years.)

250 Analytical Mechanics

Mathematical physics in the field of mechanics. Mechanics of single particles, systems of particles, rigid bodies, vibrations, and wave motion. Four hours of lecture per week. Prerequisite: Physics 120 and Mathematics 111.

310, 311 Electricity and Magnetism I and II

Electrostatics and solutions of electrostatic problems. Microscopic theory of dielectrics. Magnetic fields of steady currents. The microscopic theory of magnetic properties of matter. Maxwell's equations, radiative phenomena, electrodynamics, and special relativity. Four hours of lecture per week for 310. Three hours of lecture and one laboratory per week for 311. Prerequisites: Physics 250 and Mathematics 210. (Offered in alternate years.)

320 Mathematical Methods

Applied mathematics for scientists. Topics typically include series approximations to functions, matrices and eigenvectors, vector analysis, special functions, ordinary and partial differential equations, orthogonal polynomials, asymptotic techniques, boundary value problems, and numerical methods. Four hours of lecture per week. Prerequisites: Physics 121 and Mathematics 210. (Cross-listed as Mathematics 320.)

350 Modern Optics

A study of physical optics including topics in interference, diffraction, scattering, polarization, absorption, lasers, and applications. Three hours of lecture and one laboratory per week. Prerequisite: Physics 121.

410 Advanced Analytical Mechanics

Emphasis on generalized coordinates. Newtonian, Lagrangian, Hamiltonian, and Hamilton-Jacobi formulations of mechanics. Four hours of lecture per week. Prerequisites: Physics 250 and Mathematics 210.

420, 421 Quantum Mechanics I and II

Formal, deductive approach to the quantum theory, with applications to atoms, molecules, and solids. Four hours of lecture per week. Prerequisites: Physics 210, Chemistry 320, or permission of the instructor, and Mathematics 210. (Offered in alternate years.)

480 Experimental Methods

Experimentally based seminar course that illustrates key principles and methods of contemporary physics. Typical experiments are subatomic resonance (NMR and ESR), X-ray phenomena (Mosley's Law, etc.), optical pumping, determination of band gap in semiconductors, shot noise, Johnson noise, spectroscopy of iodine (both absorption and emission), and laser spectroscopy of rubidium. One seminar and one laboratory per week. (Meets GEC Senior Studies Requirement. Offered in alternate years.)

POLITICS

[2]*Professor Paul B. Fischer*
Local and Regional Studies. American Politics. Politics and Race.

Professor Jonathan F. Galloway
International Relations. World Political Economy.

[1]*Professor W. Rand Smith*
Comparative Politics. (Europe, Latin America) Political Economy.

Professor Ghada Hashem Talhami (Chairperson)
Third World Politics. Women's Studies.

Assistant Professor Siobhan Moroney
Political Theory. American Politics.

Assistant Professor Paul S. Orogun
Comparative Politics. Africa.

Lecturer Jon Bay
American Politics.

[1]Associate Dean of the Faculty
[2]Sabbatical Leave of Absence 1999-2000

The study of politics seeks to understand the phenomenon of human governance and addresses power and authority, legislatures and courts, sovereignty and status, war and peace, ideologies and the public welfare. It can be studied through the history of peasant rebellions and municipal elections and discussions of justice and equality. It intersects with culture, history, and economics. Research may be conducted by interview and on the Internet, with the techniques of statistics and simulation and with the aid of bibliographies and CD-ROM. One can experience politics by living abroad, participating in campaigns, or working as an intern.

The courses in the department are designed to permit both majors and nonmajors to study these themes and methods of politics.

Note: Politics 110 and 120 are not sequential and may be taken in any order. Either course is the normal prerequisite for further courses in the relevant area of American Politics or World Politics, but this may be waived with the permission of the instructor of an advanced course.

POLITICS MAJOR

The major in the department consists of a minimum of eight courses:

Two introductory courses 110 and 120. Under unusual circumstances an upper-level course may be substituted for an introductory course.

Six advanced courses. The advanced courses must include at least three at the 300 level or higher, and one from each of the five subfields of politics in the following fashion:

American politics (220, 221, 222, 223, or 224).

Comparative politics (210, 211, 212, 216, 217, or 219).

International relations (240 or 340).

Political theory (353, 354, 355, 357, or 358).

Public law (360 or 365).

One senior studies requirement (470, 480, 490, or 491).

In order to graduate with a degree in politics, a student must attain a minimum 2.0 GPA in the major. The department encourages study beyond the required courses, especially at the 300 level and in courses arranged as individual tutorials, independent research, internships, and senior theses.

POLITICS MINOR

The department offers a minor with these requirements:

Six courses including 110, 120, and one course at the 300 level. Students must maintain a 2.0 GPA in the minor.

110 Introduction to Politics

Basic concepts in political science; selected political systems outside of the United States; some reading in political theory; and topics in international relations. *Note:* Politics 110 is not a prerequisite for Politics 120. (Meets GEC Freshman Writing Requirement.)

120 Introduction to American Politics

Origins of the American political system, basic institutions, political parties and interest groups; and evolution of constitutional interpretation.

210 Politics of Western Europe and the European Union

Analysis of the political institutions and public policies of selected Western European nations as well as of the European Union.

211 Politics of Eastern Europe and Russia

Analysis of the political institutions and public policies of the former Communist nations of eastern Europe (Poland, the Czech Republic, Hungary, Romania, Bulgaria, and Yugoslavia) and of the Russian Federation. Topics include the rise and fall of Communist rule; democratization; market liberalization; integration with the European Union; and ethnic, religious, and national divisions. (Meets GEC Cultural Diversity Requirement.)

212 Politics of the Third World

This course will highlight special topics relating to Third World nations, e.g., delayed industrialization; the lingering impact of colonialism; power and authority in nonindustrial countries; and recent democratization trends. (Meets GEC Cultural Diversity Requirement.)

214 The Politics of South Africa

This course examines the historical, sociocultural, economic, and political evolution of the Republic of South Africa. Students will learn about the nature, dynamics, and transformation of South Africa from the precolonial period and the era of apartheid to the emergence of black majority rule in the modern multiracial, democratic South Africa. We will analyze the nature of the economy, race and ethnic relations, liberation theology, the armed struggle, and the democratization process. In addition, we will review the role and interrelationships of South Africa to its neighboring African states and the foreign policy of South Africa toward the United States and other major powers in the international system. (Meets GEC Cultural Diversity Requirement.)

215 Asian Politics

This course will discuss contemporary political systems in India, China, and Japan with due consideration of major historical influences such as imperialism and war. (Meets GEC Cultural Diversity Requirement.)

216 The Politics of the Middle East

Study will focus on issues of modernization; the nature of Middle East governments; the past and present impact of religion on the region's culture and sociopolitical system; the Arab-Israeli conflict and its implications for world peace; and the impact of oil on the economy and regime stability in the Persian Gulf region. (Meets GEC Cultural Diversity Requirement.)

217 African Politics

A survey of the geography, social and political history, and post-independent politics of Black Africa. (Meets GEC Cultural Diversity Requirement.)

219 The Politics of Latin America

An introduction to politics and social change in Latin America. Study will focus on several Latin American countries and on special topics such as human rights, religion, the military, land reform, women, and population policy. (Meets GEC Cultural Diversity Requirement.)

220 Political Parties

American parties, pressure groups, and electoral problems.

221 The Presidency

An analysis of the executive in national government. There will be special emphasis on recent elections.

222 Congress

The U.S. Congress is studied with respect to representational styles, institutional roles and organization, and electoral trends.

223 Urban and Suburban Politics

Problems of political and social organization in central cities and suburbs. Topics include local political parties, machines, mayors and city managers, and differences between big-city and suburban politics.

224 Mass Media and American Politics
An analysis of the influence of the mass media on American political institutions and American attitudes. Topics include First Amendment issues, political campaigns, political movements, public opinion, advertising, and entertainment.

240 American Foreign Policy
U.S. foreign policy at the end of and after the Cold War, with reference to fundamental principles, perennial forces, and the lessons of history.

242 Islamic Fundamentalism: Revival or Revolution?
Examines the theoretical roots of Islamic fundamentalism, demonstrating differences between this and classic Islam. The fundamentalists' definition of Islamic government and their reformulation of the concepts of community, the Jihad, gender, Islamic economics, and relations with the West will be surveyed. (Meets GEC Cultural Diversity Requirement.)

260 Law and the Political System
Interrelations between law and the political system in the United States: the Constitution, legislation, administrative regulation, judicial decision; courts in politics; federalism; vigilante law. Prerequisite: Politics 120 or sophomore standing.

262 Philosophy of Law
Survey of main philosophical theories about the nature and justification of law, with close examination of several key philosophical problems arising from the American legal system. Readings from law and philosophy. (Cross-listed as Philosophy 240.)

270 History of Education in American Society and Thought
Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century. (Cross-listed as Education 270 and History 270.)

290, 291 Tutorial
To be arranged individually with an appropriate faculty member.

318 Topics in Comparative Politics
Topics such as "Women in the Third World" and "State and Nation-Building." (Meets GEC Cultural Diversity Requirement.)

321 U.S. Energy and Environmental Policy
Examination of policy processes surrounding energy and environmental regulation. Topics include production and use of energy resources (oil, gas, coal, nuclear, and renewable energy); foreign policy implications of energy supplies; environmental problems related to energy use and economic development (e.g., ozone layer depletion, carbon dioxide buildup); and American attitudes toward nature and the environment.

322 Urban Public Policy: The Politics of Educational Reform
This course examines some of the most controversial educational reforms in public education of the postwar period. These include school desegregation and busing, school decentralization and community control, vouchers, small schools, and the charter school movement. Emphasis will be on the political debates and conflicts that have accompanied these developments.

325 Political Economy of European Integration
The evolution of the European Community and the new European Union established at Maastricht in 1992, with an emphasis on the politics of the Single European Act, the European Monetary System, and Economic and Monetary Union.

328 Topics in American Politics
Seminar examining selected topics on political issues, institutions, or problems. (Meets GEC Cultural Diversity Requirement, depending upon topic.)

330 Political Biography
An examination of traditional and psychoanalytic biographies of important political figures such as Wilson, Gandhi, Hitler, and L. B. Johnson. What are the opportunities and risks of understanding politics from the perspectives of the personalities of individual leaders? What is the impact of personality on the policies of statesmen and states?

339 Comparative Nationalism
An examination of the ethnoterritorial, linguistic, and religious bases for nationhood and statehood in multicultural states, with an emphasis on contemporary crises in Africa, Asia, Latin America, and Europe. (Meets GEC Cultural Diversity Requirement.)

340 World Politics
Continuity and change in international relations; consideration of the causes of war and the conditions of peace. Examination of balance-of-power systems and collective security. Consideration of theories of international political economy. (Meets GEC Cultural Diversity Requirement.)

345 Topics in International Relations: Outer Space: Political, Legal, and Economic Developments
Examination of policies, treaties, and economic ventures involving humankind's movement into outer space. Interdisciplinary analysis of selected programs, e.g., Mission to Planet Earth. (Meets GEC Cultural Diversity Requirement.)

353 Topics in Political Theory

354 Critics of Democracy: Conservative Political Thought
Modern political thoughr is based on ideas of equality, individuality and individual liberty, private property, and an overall idea of progress. These ideas developed especially in the thinking of Locke, Smith, and Mill. But as modernism grew, so did its critics. This course will establish some basic theories of modernism through readings in the liberal tradition and then study its opposition through the writings of Burke, Rousseau, Tocqueville, Marx, Nietzsche, Freud, Marcuse, and Arendt as well as contemporary anti- aud postmodernists.

355 Family Structure and Political Theory
An examinatiou of traditional political theory looking to questions of sexuality, child-rearing, marriage, and family construction and how these crucial issues affect political organization.(Meets GEC Cultural Diversity Requirement depending on topic.)

360 American Constitutional Law
A study through Supreme Court cases of major themes in American constitutional law from 1789 to the present.

365 Civil Liberties
Problems in civil liberties and civil rights, relating law to political culture. U.S. court cases, materials from other countries, and selected theoretical works.

390, 391 Independent Research
To be arranged individually with an appropriate faculty member.

395, 396 Internship in Politics
Relates theory to practice by placing students in governmental agencies, community interest groups, and other political environments. (Two course credits.)

470 Senior Research Project

480 Senior Seminar

490, 491 Senior Thesis
To be arranged individually with a faculty supervisor.

Politics Courses Offered Less Frequently

215 Politics and Culture of Japan
An introduction to Japanese society, politics, and culture. Prerequisite: Politics 110 or Sociology and Anthropology 110 or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

357 Political Thought: Ancient to Renaissance Theory
Western political thought from the Greeks through the Middle Ages. (Cross-listed as Philosophy 307.)

358 Political Thought: Renaissance to Contemporary Theory
Selected political philosophies from the sixteenth century to the present. (Cross-listed as Philosophy 308. Meets GEC Cultural Diversity Requirement depending on topic.)

PSYCHOLOGY

Professor Robert B. Glassman (Chairperson)
Brain Science (Neuroscience). Learning and Memory. Evolutionary Theory. General Psychology. Philosophy of Science. Science, Secularism, and Religion.

Professor David L. Krantz
History and Systems of Psychology. Theories of Sanity and Insanity. Social Psychology of Science. Cross-Cultural Psychology.

Associate Professor Nancy Brekke
Social Psychology. Psychology and Law. Research Methods and Statistics. Social Cognition. Prejudice.

Associate Professor Phylis M. Frankel
Counseling and Clinical Psychology. Psychopathology. Educational Psychology. Diagnostic Assessment. Child Development.

Associate Professor R. Sergio Guglielmi
Medical and Health Psychology. Clinical Psychology. Cognitive-Behavioral Therapy. Psychophysiology. Personality.

Assistant Professor Jennifer E. O'Brien
Cognitive Science. Experimental Psychology. Psychology of Language.

Assistant Professor Naomi Wentworth
Developmental Psychology. Aging. Motivation. Brain Function in Attention. Mathematical Psychology.

Lecturer Kathryn Dohrmann
Developmental Psychology. Human Sexuality. Public Health. Psychology of Women. Environmental Psychology.

Why do we think, act, and feel as we do? What is consciousness? How is our behavior influenced by others around us and how is it rooted in the brain? Such questions are the focus of the courses and research opportunities offered by the Department of Psychology.

Psychology is both a natural science and a social science. Psychologists seek to understand mind, brain, body, and behavior and emphasize the role of empirical evidence—of direct observation, carefully and systematically carried out— as a way to gather psychological knowledge. We try to distinguish the truths from among the many popular beliefs about psychology and to correct some of those beliefs. Members of the Lake Forest College Department of Psychology have three broad goals for our students' education: First, we teach the fundamentals—the findings, the principles, and the theories. Second, we help students learn to approach psychological questions from a scientific perspective. Third, we encourage students to apply their knowledge to scientific, personal, social, and career issues in an effort to enhance their effectiveness and to promote acceptance of human diversity.

We enjoy group discussions and individual discussions, and seek to learn from students at the same time we teach.

The Department of Psychology offers courses, laboratory experiences, internships, and independent research opportunities in a variety of subdisciplines within psychology. The curriculum promotes broad understanding with depth. Psychology majors are taught to read and critically evaluate psychological literature, to carry out research, and to write well about what they are learning. The department actively supports a chapter of Psi Chi, the national honor society in psychology.

PSYCHOLOGY MAJOR

The Psychology major requires nine courses as follows:

Psychology 110. A basic course that introduces the student to the major subdisciplines of psychology. Any student intending to declare a major in Psychology must earn a grade of at least C- in this course. See below for additional GPA requirements.

Psychology 221-222 (Research Methods and Statistics I and II). A basic course covering major research methods and statistics used in psychological research. Any student intending to declare a major in Psychology must earn a grade of at least C- in each semester of this course.

Two of the following four courses: Psychology 310, 320, 360, 370. These courses cover fundamental behavioral processes (perception, learning, cognition, and brain function). Biology 344 is also accepted with permission of the department chairperson.

Two of the following four courses: Psychology 255, 350, 375, 330. These courses are a foundation for understanding the social nature of human beings.

One 400-level course. Students must complete at least one senior-level integrative course (senior seminar) or senior thesis.

One elective: Any course offered by the Psychology department will satisfy this elective requirement.

Senior Majors' Exam

In the senior year, each major is required to take a comprehensive major exam. Its purpose is to provide an additional source of feedback to the Department of Psychology and to the individual student about the educational experience in psychology. Graduation with a Major in Psychology requires taking the exam at the scheduled time. Individual and group scores are reviewed annually by Psychology Department faculty, for use in program evaluation. Each graduating senior receives an individual score report, for self-evaluation.

PSYCHOLOGY MINOR

The Psychology Minor requires six courses as follows:

Psychology 110. A basic course that introduces the student to the major subdisciplines of psychology. Any student intending to declare a minor in Psychology must earn a grade of at least C- in this course. See below for additional GPA requirement.

Psychology 221-222 (Research Methods and Statistics I and II). A basic course covering major research methods and statistics used in psychological research. Any student intending to declare a minor in Psychology must earn a grade of at least C- in each semester of this course.

One of the following four courses: Psychology 310, 320, 360, and 370. These courses cover fundamental behavioral processes (perception, learning, cognition, and brain function).

One of the following four courses: Psychology 255, 350, 375, and 330. These courses are a foundation for understanding the social nature of human beings.

One elective: Any course offered by the Psychology Department will satisfy this elective requirement.

Grade Point Average

To graduate with a major or minor in psychology, students are required to have a minimum C average (2.0) in all courses selected to fulfill the requirements outlined above. No less than a C- will be accepted for the major or minor in any of these courses.

Curriculum Planning

In addition to these requirements, the department asks you to consider the following:

Science and Mathematics. Success in psychology is enhanced by substantial exposure to scientific and quantitative material. Therefore, psychology majors (especially those considering graduate work) are encouraged to take courses in other sciences and mathematics.

Independent Research. While the classroom, laboratory, and library are our centers of learning, many students find that their engagement in psychology is best expressed in independent work, in research projects here on campus. Each such independent project is supervised by a faculty member in one of the faculty member's areas of special interest, or sometimes in a new topic area devised in collaboration with the student. Course credit may be granted under the heading of a research project or senior thesis. These on-campus research experiences make excellent use of what this small college has to offer. Important in their own right, they also provide valuable preparation for graduate school or other significant employment after graduation. Sometimes such projects result in student-faculty coauthored publications.

Internships. An additional set of valuable opportunities consists of internships off campus in social service agencies, hospitals, and other settings. These experiences allow counseling, teaching, and other skills to be cultivated in preparation for later professional training. In addition, students who plan on seeking employment immediately after graduation, in a corporate, human service, or other organizational setting, will benefit from these practical experi-

ences. The experiences are put in perspective in weekly seminar discussions on campus, with a group of other students who are carrying out internships. All such internships in psychology are done within the framework of the practicum course, Psychology 380. An additional, guided set of off-campus experiences is the hasis of the course Psychological Research in Community Settings (Psychology 321).

Career Preparation. A major in psychology can be considered part of career preparation for many different kinds of jobs. Psychology plays a prominent role in business and corporate work, service and governmental organizations, communications, and many health professions, including medicine. In addition to providing opportunities to learn a broad range of principles and facts about human thought, motivation, and behavior, department members pay special attention to individual students' progress in the general workplace skills of good writing, critical analysis of research methods and findings, and statistical methods. In addition, two courses in the department—Psychology 325 and Psychology 345—are particularly oriented toward helping students prepare for careers in business or other organizations. Psychology 430 is of particular value in pre-law curricula, while premedical candidates will benefit by taking Psychology 370 and Psychology 450.

110 Introduction to Psychology

A review of contemporary psychology, including consideration of scientific methods, biological bases of behavior, learning, thinking, perception, motivation, emotion, states of consciousness, development, personality, psychological disorders, stress and health, and social interaction and diversity. Three lectures and one laboratory per week. (Cross-listed as Freshman Studies 129. Meets GEC Freshman Writing Requirement.)

195 Cross-Cultural Psychology

The subtle transaction between culture and behavior will be explored cross-culturally through the following topics: psychotherapy, a person's sense of self-control versus situational control of one's own behavior, need for achievement, stages in moral development, and management styles in work environments. Comparisons will emphasize data from the United States and Japan. (Meets GEC Cultural Diversity Requirement.)

205 Stereotypes, Prejudice, and Discrimination

An examination of psychological approaches to the problems of prejudice and discrimination. Topics covered include the prevalence of prejudice in American society, theoretical perspectives on the causes of prejudice, the psychological processes underlying different forms of prejudice (e.g., racism, sexism, ageism, homophobia, and ethnocentrism), and methods of combatting prejudice and encouraging acceptance of diversity. Such topics will be explored through examination of classic and contemporary research. (Meets GEC Cultural Diversity Requirement.)

210 Developmental Psychology: Childhood and Adolescence

An examination of the principles of development with an emphasis on interpretation of empirical studies and theories. A goal is to gain knowledge of scientific methods used in the study of emotional, cognitive, social, and physical development. Prerequisite: Psychology 110.

211 Adulthood and Aging

Examination of developmental processes associated with adulthood, maturity, and aging. Examination of evidence for continued development throughout the life span. Evidence from a variety of sources, including scientific research and cultural lore, is used in examining the person in terms of physical, psychological, social, and cultural influences on development. Prerequisite: Psychology 110.

221-222 Research Methods and Statistics I and II

An introduction to the basic research methods and statistical techniques used in psychology. In the first semester, the primary focus will be on descriptive and relational methods (e.g., naturalistic observation, surveys, correlational designs) and descriptive statistics. In the second semester the primary focus will be on controlled experiments and inferential statistics. The course sequence includes a required laboratory component in which students will gain hands-on experience using statistical software to analyze psychological data. Prerequisite: Psychology 110 with a grade of at least C-.

255 Social Psychology

Survey of the major topics of inquiry in social psychology: attitudes, social cognition, attribution, social norms and roles, conformity, social influence, persuasion, group dynamics, aggression, altruism, interpersonal attraction, stereotyping and prejudice, and conflict and peacemaking. Emphasis on applying social psychological principles to real-world phenomena as well as understanding basic research. Prerequisite: Psychology 110.

310 Sensation and Perception

As you go through your day, you are constantly sensing and perceiving: You feel the warmth of the hot shower on your skin, you smell the aroma of the coffee in your cup, you taste the disagreeable tartness of your orange juice after brushing your teeth, you see the bright colors of the spring day on your way to class, you hear the words of your instructor and you organize them into coherent ideas. This course explores the anatomy and physiology of the sensory systems and the way in which the raw sensory signals become organized into meaningful perceptions. Prerequisite: Psychology 222 with a grade of at least C-.

318 Psychology Applied to Education

Principles of psychology as applied to the teaching-learning situation. Emphases include the socio-emotional contexts of education and the identification and characteristics of students with special needs, including those with learning disabilities. Open to underclassmen, but preference is given to juniors and seniors. Prerequisite: Psychology 210 with a grade of at least C- or permission of the instructor. (Cross-listed as Education 318.)

320 Learning and Memory

This course broadly surveys the fundamentals of learning and memory while emphasizing selected issues. Topics include Pavlovian and instrumental conditioning (including generalization, discrimination, and the nature of reward), the different kinds of human memory, and the fascinating puzzle of why the capacity of short-term memory is limited to only about seven items. We consider evolutionary theory and the origins of the diverse innate foundations of human learning and memory. As part of this, human behaviors are compared with behaviors of lower animals in regard to complexity, adaptiveness, innate responsiveness to patterns, sensitive periods in development, "ritualized" expression of emotions, and other inborn aspects of behavior. Brief laboratories in animal and human behavior are included. Prerequisite: Psychology 222 with a grade of at least C-.

321 Psychological Research in Community Settings

Psychological research takes place in a wide variety of community settings including local schools, museums, and social service agencies. In this course, you will put your knowledge of research methods and statistics into practice by working on a research project in a community setting. Students can join one of several projects that are already underway, or they can initiate a new project, in consultation with the instructor. Prerequisite: Psychology 222 with a grade of at least C- and permission of the instructor.

325 Persuasion and Truth in Sales and Communications

This course, designed largely for juniors and seniors who are looking forward to careers after graduation, is an elective that emphasizes interrelations between academic and practical realms. What do basic principles of psychology suggest in regard to practical knowledge of marketing and personal salesmanship? In what ways is our knowledge of human psychology deepened by studying the interesting phenomena of our consumer society? Readings include current journal articles involving data, discussions, independent projects, papers, examinations, and a strong emphasis on informed oral participation by students. With the collaboration of the Career Development Center, members of a group of alumni mentors in sales professions visit at regular intervals, giving descriptions of their industries and careers. Prerequisite: sophomore standing and Psychology 221 with a grade of at least C-, or comparable preparation, from courses in other departments, in understanding and summarizing scientific journal articles. Consult with the professor.

340 Psychology of Women

In this course we explore the behavior and experience of women. In addition to a review of psychological research, we will highlight the importance of making cross-cultural and cross-ethnic comparisons in social and scientific analysis. Topics will include the beginnings of the psychological study of women; images of women across time and culture; social, person-

ality, and cognitive development across the life span; issues in women's health and sexuality; achievement motivation, career development, family, and work; alternative conceptions of traditional methods and theories. Prerequisites: Psychology 110 and sophomore standing. (Meets GEC Cultural Diversity Requirement.)

345 Organizational and Industrial Psychology

The human side of management; why people work; increasing workers' motivation; enhancing the productivity of work groups; interpersonal relations in work settings; effective leadership in organizations. Prerequisite: Psychology 221 with a grade of at least C-.

350 Abnormal Psychology

Origins, treatment, and case studies of common behavior disorders analyzed in the context of adaptive personality development.
Prerequisites: Psychology 210 and 221, both with a grade of at least C-, or permission of the instructor.

360 Cognitive Psychology

How can we investigate the most baffling of "machines," the human mind? During the 1950s and 1960s, experimental psychologists, inspired by the burgeoning "computer revolution" realized that unobservable processes of the human mind could be investigated scientifically. They began to study mental processes more intensively using new laboratory techniques and new theories. The topics covered in Cognitive Psychology include attention, knowledge representation, memory, problem solving, reasoning and decision making, language processes, and work in cross-cultural cognition. Students taking this course will gain understanding of how research hypotheses are generated from theories while designing experiments to test those hypotheses, interpreting the results, and reporting the results according to scientific standards. Prereqnisite: Psychology 222 with a grade of at least C-.

370 Neuroscience and Behavior

How do the brain's neurons, synapses, and electrical and chemical activities participate in psychological processes? What are the neural foundations of human perception, motivation and emotion, learning, memory, movemenr, and consciousness? Discussion of the modes of action of antidepressants, other psychotherapeutic drugs, and drugs of ahuse. In what ways are functions localized in the brain, and how is it possible for recovery from brain damage to take place? Laboratory sessions include experiments in brain foundations of sensation, movement, emotion, and learning in animals, demonstration of human brain waves, and comparison of brains with computers. Prerequisite: a college course in mathematics or natural science approved by the instructor (such as the core introductory courses in biology or chemistry), or Psychology 221 with a grade of at least C-.

375 Personality

This course offers a general introduction to the study of personality. It surveys the major theoretical perspectives and research issues in the field of personality psychology. In particular, the contributions made by psychodynamic, humanistic, trait, and cognitive-behavioral theories to the study of personality development, personality assessment, and personality change will be reviewed. Students will be encouraged to examine critically the diversity of those theoretical formulations, their basic assumptions, and the research evidence available to support them. Prerequisite: Psychology 221 with a grade of at least C-.

380 Practicum: Internships in Psychology

Supervised practice in applying psychological principles in research or service settings outside the College: mental health facilities, schools for children with developmental delays, and other areas. Students should make every effort to initiate plans, in collaboration with the instructor, during the semester preceding the internship. All internships in psychology are done within this course. Open to junior and senior psychology majors with permission of the instructor. (Because the practicum experience varies, students may be permitted to repeat.)

Senior Seminars

The following courses make up the department's senior seminars, needed to meet both a major requirement and the GEC Senior Studies Requirement. Each year, two or more of these 400-level courses are offered on a rotating basis.

410 History and Systems of Psychology

An examination of major theoretical trends throughout the history of psychology, with particular emphasis on such paradigmatic questions as reductionism, nativism vs. empiricism, and experience and behavior. The question of how to situate classic texts will be explored by reading a significant work in the history of psychology. Prerequisite: Psychology 222 with a grade of at least C- or senior standing in another major or permission of the instructor.

430 Psychology and Law

Does pornography cause crimes against women? Can polygraphs be used to detect deception? Are eyewitnesses to crimes reliable? Can hypnosis enhance the accuracy of witnesses? What is the insanity defense? Could you be committed to a mental institution against your will? Does the death penalty deter crime? Can psychologists "rig" juries? How do juries make decisions? Are the courts biased against minority defendants? We will examine questions such as these in Psychology and Law. We will survey the field and consider: (a) how psychology can help the law and (b) how studying the law can help psychology. Prerequisite: Psychology 222 with a grade of at least C- or suitably advanced standing in another area. Preference in registration to graduating seniors majoring in psychology.

450 Health Psychology

Health psychology is a growing field that focuses on the relationship between psychosocial factors and physical health/illness. Some topics explored are the role of behavior in health and disease, the neurobiology of stress and emotion, major stress-related disorders (e.g., coronary heart disease, cancer, headaches), prevention strategies, and psychologically based treatment approaches. These issues are often treated in the media and popular literature, but this course will focus on the issues from a scientific perspective.
Prerequisite: Psychology 222 with a grade of at least C- or suitably advanced standing in another area. Preference in registration to graduating seniors majoring in psychology.

460 Psychology of Language

Psycholinguistics is a relatively new and exciting subdiscipline of cognitive psychology and cognitive science. Every major theoretical approach to human behavior has attempted to explain how humans learn and use language. Information-processing theories and computer models of the mind have had an impact on ancient questions concerning verbal behavior. Topics covered include philosophy of language, history of psycholinguistics, the influence of context, common ground and world knowledge in language understanding, lexical processing and lexical ambiguity, syntactic processing, inferences in discourse processing, speech acts, pragmatics, figurative language, conceptual metaphors, and poetic metaphors. Readings include original journal articles and manuscripts in preparation that illustrate the "cutting edge" controversies in contemporary psycholinguistics. Prerequisite: Psychology 222 with a grade of at least C- or permission of the instructor. Preference in registration to graduating seniors majoring in psychology.

Psychology Courses Offered Less Frequently

330 Motivation and Emotion

The broad range of motivations and emotions is studied including the relative contributions of learning, genetics, and critical periods in development. How and why did motivations and emotions evolve, and what are their bases in brain systems, hormones, and other aspects of physiology? Which of our motivations involve accurate regulations to a "set point" (such as body temperature and weight) and which do not? How does the great subtlety of human emotional expression develop? Includes consideration of competency, security, creativity, frustration, aggression, love, sexuality, and values. Prerequisite: Psychology 221 with a grade of at least C-.

440 Clinical Psychology

This course is designed to help prepare students for graduate school in clinical psychology or for employment in clinical settings by providing instruction and practicum apprentice experience in the diagnosis and remediation of individual, child, marriage, family, and community problems. Prerequisites: Psychology 222 with a grade of at least C- and Psychology 330, 350, or 375. Preference in registration to graduating seniors majoring in psychology.

480 General Senior Seminar

Contemporary issues in a broad range of topics will be examined via discussion between the psychology faculty and invited students. Among the areas discussed will be personality, learning, social psychology, and developmental psychology. Prerequisite: senior standing; by invitation.

RELIGION

[1]*Associate Professor Ronald H. Miller (Chairperson)*
Comparative Religion. Biblical Theology. Jewish-Christian Dialogue.

Lecturer Catherine Benton
Comparative Religion. Asian Religion. Cross-Cultural Studies.

Lecturer Herbert Bronstein
Comparative Religion. Judaic Studies.

[1]Coordinator of Interfaith Campus Ministry

The Department of Religion serves to introduce students to the great spiritual traditions of the world: Judaism, Christianity, Islam, Hinduism, Buddhism, and Daoism. There are also courses on the ancient religions of Greece and Rome and on the religions of indigenous peoples. Some of the courses also explore the connections between religion and other disciplines: art, anthropology, environmental studies, history, literature, music, and philosophy.

Through the academic study of the world's great spiritual traditions students discuss religious issues in an atmosphere of free and serious inquiry, with a concern for the application of scholarly methods. The very nature of religious inquiry is such that deep human issues are dealt with on a regular basis: the nature of ultimate reality, free will, the meaning of myths, the nature of mysticism, the function of prayer and religious ritual, and the exploration of diverse paths of spiritual growth.

RELIGION MINOR

(No major is currently available.)
Students interested in the subject of religion are encouraged to consider the minor in religion, which consists of six courses, two of which must be Religion 217 and 218, and one of which must be a 300-level conrse. In addition to the regularly offered courses listed below, tutorials are offered in biblical Hebrew, Greek, Latin, and other areas of student interest.

115 Religious Approaches to Existence

This course focuses on the nature of religion and religious experience, the ways of knowing that characterize religion, and how various traditions define a religious life. Readings include specific examples of historical traditions—Thomas Merton's *Seven Storey Mountain*, Black Elk's teachings in Raymond DeMallie's *The Sixth Grandfather*, Chan Khong's *Learning True Love*, and Malidoma Patrice Some's *Of Water and the Spirit*. (Meets GEC Freshman Writing and Cultural Diversity Requirements.)

200 Religious Questions in Cross-Cultural Perspective

This course focuses on several fundamental religious questions such as the nature of evil, the meaning of suffering, concepts of the transcendent, and how various traditions define a religious life. Readings include religious autobiographical writings from Judaism, Hinduism, a native American tradition, Buddhism, and a Mexican shaman tradition as well as an ancient Sumerian epic. (Meets GEC Cultural Diversity Reqmirement.)

201 Introduction to the Bible

An overview of the Hebrew Bible and the Christian Testament, examined within the historical and cultural settings from which the biblical scriptures emerged. The major genres of biblical writing will be studied: poems, prophetic oracles, wisdom sayings, legends, historical narratives, apocalypses, gospels, and letters. Readings will include passages most important for later art, literature, and theology.

202 The Hebrew Bible

This course entails close examination of the three divisions of the Hebrew Bible: the Torah, the Prophets, and the Writings. Atrention will be given to the historical significance of the texts, their cultural background, and their theological implications. This course is partially funded hy a gift from the Jewish Chautauqua Society.

203 The Christian Testament

Students will explore the four genres of writing found in the twenty-seven books of the Christian Testament: gospel, letter, apocalypse, and historical narrative. Attention will be given to the historical background of the period; the religious, political, and cultural currents of the first-century world; and both the theological and spiritual significance of the text.

206 Western Christianity

Discussion will center on primary theological sources representative of the early Latin fathers, the Middle Ages, and the Reformation as well as the modern and postmodern periods. Authors studied will range from Augustine to Thomas Merton.

207 Religion in Contemporary America

A study of current developments in American religion with focused discussion on the new religious right, the liberation left, alternative religious, trends within Judaism, Catholicism after Vatican II, and New Age spirituality. (Meets GEC Cultural Diversity Requirement.)

210 Topics in Comparative Religion

This course will explore a topic common to both Asian religions and the religions of the Middle East. Examples of such topics are mysticism, prayer, social ethic, the concept of the self, and teaching on death and the afterlife. This course is partially funded by a gift from the Herbert and Abra Portes Fund. (Meets GEC Cultural Diversity Requirement.)

215 Judaism: The Inner Design

The course will structurally investigate concepts, myths, and metaphors of ancient and modern Judaism, its coherent design, and by way of comparison with other religions such issues as "this worldly"/"other worldly," motive and deed, mythical self-transcendence, and the contributions of Judaisim to human spirituality. This course is partially funded by a gifr from the Jewish Chatauqua Society.

216 Judaic Tradition: Master Texts

An overview of the Jewish tradition from the period of the Hebrew Bible to the present day, through examination of great Jewish religious texts with concern for the changing historical contexts from which they have emerged. This conrse is partially funded by a gift from the Jewish Chatauqua Society.

217 Religions of Asia

An introduction to the religious traditions of Hinduism, Buddhism, and Daoism. Focusing on their historical development as well as their belief structures, we will read ancient, classical, and modern texts, discussing the responses of the traditions to such issues as the nature of the universe and the place and purpose of human beings within the universe. (Meets GEC Cultural Diversity Requirement. This course is required for a Religion minor.)

218 Religions of the Middle East

An introduction to Judaism, Orthodox Christianity, and Islam. Students examine the interconnected histories, scriptures, and beliefs of these influential religious traditions of the Middle East. Students read primary scriptural texts as well as later theological and mystical works. (Meets GEC Freshman Writing and Cultural Diversity Requirements. This course is required for a Religion minor.)

222 Classics of Asian Thought: Indian and Islamic Traditions

This course explores Indian and Islamic values, heliefs, and worldviews through selections from the classic literature of these traditions. The readings cover a span of history from ancient to modern periods and involve subject matter ranging from philosophical speculation about the nature of the universe to the story of a king who loses his wife to a ten-headed demon. (Meets GEC Freshman Writing and Cultural Diversity requirements.)

223 Asian Thought: China and Japan

In-depth examination of selected thinkers or textual sources, ancient and moderu, from Chinese and Japanese traditions. Examination of issues such as perception, knowledge, creativity, and freedom as well as of distinctive Asian concepts of nirvana, no-self, and Tao. (Cross-listed as Philosophy 275. Meets GEC Cultural Diversity Requirement.)

240 Religious Perspectives on Environmental Issues

The currenr environmenral crises rest on a layer of philosophical and religious assumptions thar are currently being challenged. Are human beings the center of the universe? Is humankind's mandate to dominate nature? Does nature belong to human beings or do human beings belong to nature? This course will address the relationship among the divine

and the human sphere of nature from various religious perspectives. Contemporary Judaic, Christian, and Islamic ecological visions and action programs will be considered. In addition, the course will include religious views and practices of certain native cultures of North and South America, the Australian aborigines, and African tribes as well as ecological perspectives derived from South and East Asian religious cultures. (Cross-listed as Environmental Studies 240. Meets GEC Cultural Diversity Requirement.)

242 Religions of Indigenous Peoples
Our increased awareness of global community has given rise to a new interest in the religious of indigenous peoples. This course will explore the religious heritage of Native Americans, Africans, and Australian aborigines and other indigenous peoples. (Meets GEC Cultural Diversity Requirement.)

250 Introduction to Islam
This course examines the history of Islam, the teachings of different philosophical schools, and the literature of Islamic societies. The roots of the religious tradition as well as its development in different cultural contexts will be examined. Students will read texts drawn from Middle Eastern, Asian, European, and North American Muslim sources. (Meets GEC Cultural Diversity Requirement.)

275 Female Images of the Divine
Focused on the way different religious traditions have incorporated female images and ideals, the class examines the images of goddesses, priestesses, and saints as well as the religious experience of historical and contemporary women. (Meets GEC Cultural Diversity Requirement.)

276 Female Religious Images in Asia
Goddess figures in India, China, and Japan are studied in this class along with the roles of human women in particular Asian religious traditions. This class explores the experiences of Buddhist nuns, Hindu and Muslim female saints, traditional healers, and shamans. Readings are drawn from religious texts, myths, and short stories from specific Asian cultures. (Meets GEC Cultural Diversity Requirement.)

278 Introduction to Buddhism
An introduction to the origins of Buddhism in India as well as to the major cultural and historical influences on the spread of Buddhism throughout Asia, particularly in India, Sri Lanka, Burma, Thailand, Tibet, China, and Japan. The course will examine various forms of Buddhist practice including devotion, ethics, sangha membership, meditation, rituals, and festivals. (Meets GEC Cultural Diversity Requirement.)

279 Hindu Religious Tradition and Narrative
Stories are one of the oldest and most effective means of communicating religious values while being one of the least threatening ways of questioning these ideals. This course examines the hidden and more obvious teachings of worldview and ethic embedded in a variety of tales, as well as the ways narrative has functioned as teacher in the Indian religious traditions of Hinduism and Buddhism. Texts include fables (Pancatantra, Hitopadesa, Jataka), myths (Puranas), and contemporary stories of saints and miracles. (Meets GEC Freshman Writing and Cultural Diversity requirements.)

306 Greek and Roman Religion
Seminar on issues in the social and intellectual forms of Greek and Roman religion, from the Homeric Age to the early Christian era: primitive beliefs, warrior religion, women's cults and women's roles, mystery religions and magic, ruler worship, pagan philosophies, and the early Christian pagan background. Prerequisite: one course in ancient history, philosophy of literature, or consent of the instructor. (Cross-listed as History 304. Meets GEC Cultural Diversity Requirement.)

312 In Search of the Historical Jesus
Close examination of various portraits of Jesus: in the four gospels of the Christian Testament, in early noncanonical gospels, in recent appraisals of Jesus in scholarly works, in literature, and in film. Primary focus on the perennial attempt to reconstruct the historical Jesus. Prerequisite: Religion 201, 202, or 203 or consent of the instructor.

321 Jewish-Christian Conversations
Beginning with relevant passages in the Christian Testament literature, the class discussion will move to patristic literature and then to discussion in the medieval and modern periods of European history. Our primary focus will be on the forms of dialogue emerging in Europe and North America after World War I and continuing into our contemporary world. Prerequisite: any course in religion, junior standing, or consent of the instructor.

322 Religious Existentialism
An epoch of European philosophy and religious thought culminated in the great system developed by Hegel. In its wake came a literature of protest, beginning with the Danish philosopher and religious thinker Søren Kierkegaard and moving through a later generation of European intellectuals who came to maturity between the two world wars. Included are Jewish voices such as Martin Buber and Franz Rosenzweig as well as Christian writers such as Paul Tillich and Gabriel Marcel. Readings include texts by these religious existentialists. Prerequisite: any course in religion, junior standing, or consent of the instructor. (Cross-listed as Philosophy 322.)

SOCIOLOGY AND ANTHROPOLOGY

Professor Arlene Eskilson (Chairperson)
Social Psychology. Quantitative Methodology. Gender.

Associate Professor Quetzil E. Castañeda
Historical Anthropology. Cultural Theory. Ethnography. Maya Studies. Latin America. Tourism. Transnationalism. Modernities. Postcolonialism. Ethics.

Associate Professor Ahmad Sadri
Social Theory. Political Sociology. Sociology of Religion. Sociology of Film. Sociology of Intellectuals.

Assistant Professor David Boden
Cultural Sociology. Law. Sexuality. Subcultures.

Although sociology and anthropology arose from two traditions, they are engaged in a common endeavor. Studies in the department are directed toward the discovery of general principles that help to explain similarities and contrasts in human social behavior. To this end, work in the department centers on the comparative analysis of human societies. We emphasize study of both modern and premodern societies, including issues of contemporary social policy.

Introduction to Sociology and Anthropology (Sociology and Anthropology 110) serves as the prerequisite for most higher-level courses. Courses at the 100 level are designed for first- and second-year students. Juniors and seniors are admitted without prerequisite to 200-level courses with consent of the instructor. Sociology and Anthropology 210 is designed for sophomore students and junior and senior majors.

All courses in sociology and anthropology incorporate cross-cultural comparisons, but courses in which an anthropological perspective predominates end with the number one or two.

SOCIOLOGY AND ANTHROPOLOGY MAJOR

Majors complete a minimum of nine courses in the department. A grade of C or better must be earned in all courses counted toward the major. The specific requirements are:

Sociology and Anthropology 110, 210, 310, 320, and either 480 (Senior Seminar), or a senior thesis. Students not writing a senior thesis must exercise their "sociological imaginations" beyond the classroom by electing at least one of the following: an independent study or creative project, an off-campus internship, or an off-campus program such as Urban Studies or a Lake Forest College, ACM, or other approved program.

At least two electives must be taken from the courses with an anthropological emphasis, all of which end with the number one or two.

Majors planning graduate studies in sociology, anthropology, social service, or social policy are urged to take courses in foreign languages, mathematics, computer science, and statistics. The department takes special interest in encouraging senior thesis work leading to the degree with honors in the major.

SOCIOLOGY AND ANTHROPOLOGY MINOR

Six courses required, to include the following: Sociology and Anthropology 110; 210; two courses with an anthropological emphasis; and two additional electives, at least one of which must be at the 300- or 400-level.

110 Introduction to Sociology and Anthropology

An inquiry into the social (group rather than individual) bases of human practices and human life: an unfamiliar but revealing perspective on the familiar world. Limited to first- and second-year students.

116 Self and Social Interaction

This seminar focuses on social interaction by gauging the nature of action when in the presence of others. The students will gain a critical distance from their social surroundings by framing and studying what they often take for granted. Students will design and conduct their own experiments.

201 Gender in Cross-Cultural Perspective

This course focuses on gender roles in societies and in epochs other than our own. The cultural and biological roots of women's subordination will be examined, as will the social bases of women's power and influence. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

202, 203 and 204 are part of the Lake Forest College Program in Greece and Turkey and are offered on site. Prerequisite for freshmen and sophomores: Sociology and Anthropology 110; open to juniors and seniors without prerequisite. (Cross-listed as GKCV 202, 203, and 204.)

202 Greece in the Bronze Age

See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Meets GEC Cultural Diversity Requirement. Cross-listed as GKCV 202 and Art 202.)

203 Greece in the Classical-Roman Ages

See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Meets GEC Cultural Diversity Requirement. Cross-listed as GKCV 203 and Art 203.)

204 Greece in the Byzantine-Medieval Ages

See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Meets GEC Cultural Diversity Requirement. Cross-listed as GKCV 204 and Art 204.)

210 Principles of Social Organization

Are human beings free—or prisoners of society? This course examines how people organize social life to meet their daily needs. It focuses on aspects of social organization that permit human groups to adapt to various social and environmental conditions. Theories and cross-cultural examples of various forms of social organization are explained. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

211 Ethnography: Cultures and Texts

This course explores ethnography as the textual representation of cultures and cultural communities and the use of ethnography in cultural anthropology as the privileged mode of communication, investigation, knowing, and representing cultural realities. Ethnographies studied include those produced in different national traditions, those created in different historical moments, and those describing distinct "cultures" across the globe and human history. Ethnography is understood to occur in a variety of media, including visual and performative texts. Prerequisite: Sociology and Anthropology 110 or any anthropology course. (Meets GEC Cultural Diversity Requirement.)

214 Introduction to Chinese Culture and Society

This course, designed for students with little knowledge of China, explores the recent past and evolving present of Chinese social roles, values, and quality of life. (Meets GEC Cultural Diversity Requirement.)

231 Histories and Cultures of Latin America

This course introduces students to modern historical, ethnohistorical, and anthropological approaches to the indigenous populations of Latin America. The course will focus on the conflict and crisis that have characterized the relationship between the native inhabitants of the New World and the Old World immigrants and their descendants whose presence has forever changed the Americas. This conflict, and the cultures that emerged from it, will be traced both historically (starting with the "conquest") and regionally, focusing on four distinct areas: Central Mexico; Guatemala and Chiapas; the Andes; and the Amazon. Prerequisite: Socioogy and Anthropology 110 or any anthropology course. (Meets GEC Cultural Diversity Requirement.)

240 Deviance

How society defines deviants—its outcasts and outsiders—and how the people so defined respond to this categorization; the nature of normal and abnormal, legal and illegal. Do these categories have absolute moral meaning, or do they always depend on the particular society and era in which they are defined? Topics to be addressed include stigma and stereotyping, cross-cultural variations in gender roles, the

status of the inmate, deviance as blocked opportunity, and the political mobilization of outsiders. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

242 Maya Cultures and Histories
Survey of the Maya peoples and cultures of North and Central America. The main goal is to develop an extensive and critical understanding about contemporary Maya. Themes include their multiple and heterogeneous cultures, communities and histories; political organizations and relations to other communities; economic structure and positions within encompassing economies of regional, national, and international scope; and cultural survival; religious pluralisms and ritual. Prerequisite: Soan 110 or any anthropology course. (Meets GEC Cultural Diversity Requirement.)

261 Cultural Anthropology
An introduction to cultural and social anthropology that integrates theoretical rationales with ethnographic accounts of societies in various parts of the world. Explores major trends in the history of the discipline through selected topics including the concepts of society and culture, racial theories, ethnographic method, structural/functional analyses of socioreligious, sociopolitical, and socioeconomic systems, and the role of anthropology in social activism. Prerequisite: Sociology and Anthropology 110 for freshmen and sophomores. (Meets GEC Cultural Diversity Requirement.)

271 Technology and Human Values
Conditions and processes of industrialization in the Western world; problems related to economic development in emerging nations; impact of industry on lifeways of modern humans. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

275 History of Social Thought
This course will examine some of the classical sources of social thought both in the East and the West. Texts by Plato, Aristotle, St. Augustine, Aquinas, Alfarabi, Confucius, authors of the Vedas, Machiavelli, Hobbes, and Rousseau will be examined for the seeds of questions that were later to grow into the thicket of sociological problematics. Extensive weekly readings of original sources will be the basis of class discussions. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

280 Sociology of Gender
Theories concerning the acquisition of sex-typed behavior; social and biological influences on the roles of males and females in the twentieth century United States as well as in other cultures. Feminist and anti-feminist perspectives. Images of future lifestyles and implications for social policy. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

282 Art, Ethnography, Museums
This seminar explores the anthropological study of the historical and contemporary relationships between the institutions and practices of art, ethnography, and museums. The class focuses on the following: (1) art as an aesthetic form, a cultural artifact and system, a political-economic institution, and sociocultural practice; (2) how museums undergird the constitution of art as aesthetic, cultural, and political-economic forms; and (3) the history of ethnography as a practice of collecting and curating artifacts and information. The seminar concludes with collective research that includes an interactive ethnographic installation. Prerequisite: Sociology and Anthropology 110 or any anthropology course. (Meets GEC Cultural Diversity Requirement.)

285 Social Structure and Culture through Film
This course combines a historical survey of narrative films and an overview of international schools of filmmaking and couches them in a sociological framework. The questions of treatment of the other (races and nations), totalitarianism, revolution, militarism, deviance, various views of human nature, and utopias and distopias portrayed in science fiction movies will be addressed. Prerequisite: Sociology and Anthropology 110. Required: an additional weekly lab session for viewing movies. (Meets GEC Cultural Diversity Requirement.)

290 Social Service and Social Policy
The course tracks the institution of social problems in the United States through a practical and theoretical understanding of how we identify social problems, social movements that grow out of these problems, and policies and programs developed to deal with these problems. It examines the meaning of social service, including theoretical interpretations, historical perspectives, and social perspectives. Emphasis is on current social services. The course includes field trips and discussion of services in fields such as mental health, physical health, housing, education, public aid, and employment. Prerequisite: Sociology and Anthropology 110.

310 Social Research: Design
Ethical (moral) and political (power) considerations regarding social research; logical links between theoretical perspectives, problem selection, and choice of empirical data; qualitative and quantitative aspects of research; and major forms of design; the research proposal. Recommended for junior year. Prerequisite: Sociology and Anthropology 110; Corequisite: Sociology and Anthropology 210 with a GPA of 2.00 or better.

320 Social Research: Techniques
Application of research skills in carrying out an actual research project. Data analysis techniques including multivariate analysis and social science computer skills using the SPSS program. Prerequisite: Sociology and Anthropology 310 with a grade of C or better.

321 "Our Americas"
At the end of the 19th century, Cuban intellectual Jose Marti wrote "Our America" in which he sought to define the nature of Latin American identity, belonging, and community in relation to the Anglo-America of the United States. This course begins with his ideas to explore contesting visions and understandings of the Americas. Central themes include mestizaje and hybridity; politics of cultural identity; race, class, and gender in relation to community histories of religious struggles and "syncretism"; popular and high cultures; social movemenrs; transculturation and Latin American modernities; and nation-building and transnationalism. Prerequisite: a previous 200-level Latin American Studies course. (Meets GEC Cultural Diversity Requirement.)

380 Political Sociology
Analysis of political structure and processes in varying types of societies including traditional preindustrial, developing, and modern societies. Theories of Hegel, Lukacs, Spencer, Weber, and Arendt on the evolution of the state and critiques of authoritarian, totalitarian, and democratic political systems. Social bases of the distribution of power and political participation. Prerequisite: Sociology and Anthropology 110.

385 Intellectuals and Society
What is the role of intellectuals and the intelligentsia in the classical, medieval, and modern Occident? What characterizes people of knowledge in these and non-Western civilizations? A cross-cultural comparison of the development of intellectual elites in various arenas including Asia, the Islamic World, and in eastern and western European and American cultures. Prerequisite: Sociology and Anthropology 110.

451 Internship

453 Tutorial

454 Research, Independent Study

480 Senior Seminar: Social Explanation and Theory
Exposition, comparison, and appraisal of major schools of thought in the history of social inquiry; contexts of explanation and problems of systematic theory construction in social science. Prerequisites: Sociology and Anthropology 110 and 210.

490 Senior Thesis

Sociology and Anthropology Courses Offered Less Frequently

107 Rebellion and Revolution: Collective Behavior and Social Movements
Social movements are established ways of challenging existing patterns of social life. Social action also occurs in less structured ways, e.g., lynch mobs and riots. This course will examine both forms of social action as well as definitions, types, theories, tactics, and the life course of various forms of collective behavior and social movements.

108 Utopias:
Social Solutions to Social Problems
How might one imagine, or construct, a perfect society? This course examines the utopian vision of thinkers in various historical periods and their attempts to realize utopian communities on Earth. Attention is given to ideal communities in America and to the actual conditions of their success or failure. The culminating experience in the course involves identifying and seeking solutions for social problems that make our society less than utopian.

114 Chicago Sociology
Classic, early, and contemporary studies of Chicago supplemented by visits to the neighborhoods examined in these investigations. Special focus on issues of gender, race, ethnicity, and social class.

170 Contemporary Social Issues
How do social conditions and trends come to be identified as "problems"? What are the implications of defining something (or some group) as a "problem"? This course examines recognized social issues including colonialism, social inequality, race, racism and poverty, alienation, and technological advances that are altering the occupational structure of our society.

213 Topics in Race and Class
This course will focus on the social consequences of race and class in the United States, using Chicago as a laboratory for first-hand observation. What inequalities of ethnicity, race, occupation and income exist, and how are they perpetuated? Prerequisite: Sociology and Anthropology 110.

217 Sociology of Work
The meaning of work, with emphasis on sociological concepts such as stratification, power, quality of life, and organization in the social world. Focus will be both on cross-cultural comparisons of the social definition of work and on the organization of work in the United States including types of occupations, power distribution within occupations, and changes in the workforce. Participant-observer studies will provide comparisons of the work worlds of pink-, blue-, and white-collar workers. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

220 Sociology of Sport
Sport will be analyzed as a distinctive social institution that serves to teach and reinforce social norms and values. Topics to be covered include gender roles/stereotypes and sports, the relationship of sports and class inequality and racism, sports and militarism, exploitation of athletes, and cross-cultural analysis of the role of sports in selected societies including Brazil, Japan, and Africa. Prerequisite: Sociology and Anthropology 110.

221 Peoples and Cultures of Modern Africa
Introduction to contemporary rural and urban society in sub-Saharan Africa, drawing on materials from all major regions of the subcontinent. Particular emphasis will be on problems of rural development, rural-urban migration, and structural changes of economic, political, and social formations in the various new nations. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

223 Social Foundations of Education
A study of social issues and trends that influence American educational practices. An introduction to the school as a social institution and to the relationship between historical-social changes and changes in educational practices. Schools are examined as institutions that influence the social as well as the academic development of American youth. Prerequisite: Sociology and Anthropology 110 or Education 210 for freshmen and sophomores. (Cross-listed as Education 222.)

251 Cultural Ecology
This course is an exploration of human adaptations to the natural setting including an analysis of global issues: the use and depletion of natural resources, past and present; limits to growth and productivity; population pressures and the politics related to food supply. Comparative studies form the basis for the evaluation of current theory related to the interaction between people and their environment. Prerequisite: Sociology and Anthropology 110: (Meets GEC Cultural Diversity Requirement.)

260 Social Psychology
The relationship between symbolic activity (language) and social behavior; socialization and the development of self; conformity and deviance in human behavior; dynamic and structural aspects of interaction in small human groups. Prerequisite: Sociology and Anthropology 110.

330 Urbanization
The growth of urban areas, their meaning to the modern world, and the impact of urbanization on social life. Readings will focus on the United States with a "laboratory" of a local city for purposes of comparison and practical application of ideas—rates of urbanization, types of urbanization, history of urbanization, and the social meaning of urbanization. Included will be the impact of urbanization on the family, social organization, the world of work and leisure. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

370 Social Inequality
A comparative study of various forms of social inequality. Analysis of inequality (e.g., sex, age, education, competence, wealth, power) in different forms of social organization from small, intimate groups to large-scale social systems. Theoretical approaches concerning the emergence and persistence of hierarchies. Prerequisite: Sociology and Anthropology 110.

THEATRE

[1]*Lecturer Louise C. Mason*
Acting. Theatre History. Playwriting. Directing.

[2]*Lecturer Dennis Mae*
Design. Communications. Theatre Studies.

[1]Director of Theatre
[2]Designer/Technical Director

A wide variety of classic, contemporary, and original productions are presented in the Allan Carr Theatre in Hixon Hall. This unique and intimate showcase for performing arts adapts to proscenium, arena, thrust, and experimental staging configurations. A center for campus theatre activity, Hixon Hall provides a home for the Garrick Players productions, studio performances, classroom labs, professional shows, and workshops.

The season of productions—open to all students—is managed and staffed by the Garrick Players, an extracurricular student organization. Experience in all aspects of theatre is offered: acting, directing, playwriting, design, costuming, lighting, stagecraft, and publicity.

The theatre program provides professionally taught workshops in addition to the courses in theatre. Creative project credit is available for in-depth, specialized study in directing, playwriting, design, stage management, advanced acting projects, etc. Credit is available through internships with local professional theatres, and students may also enroll in a full range of theatre and dance courses at neighboring Barat College through cross-registration.

In addition, there is a local chapter of Alpha Psi Omega, the national dramatics honorary fraternity. It serves to honor scholastically ontstanding students who have shown superior accomplishment in dramatic arts at Lake Forest College.

THEATRE MINOR

(No major is currently available.)
Six courses are required for a minor in Theatre.
At least two courses from the following:
Theatre 120 or Theatre 220; Theatre 210; Theatre 250.

Four courses from the following:
Theatre 105; Theatre 240; Theatre 230; Theatre 231; Theatre 242/English 242; Theatre 260; Theatre 310; Theatre 320.

Internship in Theatre.

Creative project in Theatre (including up to two credits accepted toward a minor in Theatre via production participation).

105 American Musical Theatre in Past and Present

A study of representative musical comedies, operettas, and related works, that will provide topics for papers by students. Emphasis will be placed on relationship to political, social and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are *Show Boat, Oklahoma!, South Pacific, My Fair Lady, Hair, Jesus Christ Superstar, A Little Night Music, Sunday in the Park with George*, and others. (Cross-listed as Music 105)

120 Acting: Creating a Character

An introduction to acting for the stage. Particular emphasis on key components in the creation of character: physical presence, vocal range, and emotional truth. In addition, students will attend performances in Chicago and on campus in order to learn how to talk and write about acting. Numerous scenes and on-stage exercises lead to final acting projects.

210 Communicating through Design: From Page to Stage

This course is an introduction to the processes and principles of design. It covers the development of a design concept through script reading and analysis; the discussion and analysis of professional set, costume, lighting, and sound designs; training in basic drafting skills; and lecture information on theater technology and terminology. Several design projects are coupled with text readings and hands-on shop work with both power and hand tools, lighting instruments, and sound and lighting control systems.

220 Fundamentals of Acting

The basic Stanislavski acting method is studied and practiced through interpretive and physical exercises, monologues, and scenes. The work culminates in final scene projects.

230 Theatre History: Greeks to Shakespeare

History of the theatre, from its origins in religious ritual of ancient Greece to the productions of Shakespeare's London. Emphasis placed on the acting styles, production techniques, stage and auditorium architecture, and sociopolitical milieu that formed the foundation of the theatre of each culture and period.

231 Theatre History: Molière to Ibsen

History of the theatre, from the comedies of Molière to the beginning of twentieth-century realism in the productions of Ibsen and Chekhov. Exploration of public versus private theatre, conventions of acting and stagecraft practices, and cultural trends that influenced each period's theatre.

240 Theatre in Chicago

Investigation and discussion of both classic and modern plays through attending performances at a wide variety of Chicagoland theaters ranging from small ethnic companies to the world-famous Goodman and Steppenwolf theaters. Reading and analysis of selected plays are coupled with group discussion of critics and the critiquing process and written critiques of productions attended.

242 Creative Writing: Playwriting and Screenplay Writing

A beginning course in the craft of dramatic writing. Problems of writing for stage and screen will be studied. Group discussions and individual conferences. Prerequisite: Approval of a creative writing sample. (Cross-listed as English 242.)

250 Directing

An introduction to directing for the stage. Students learn the fundamental principles of stage direction through a series of in-class exercises and then apply them to scenes taken from major dramas. Emphasis is on directing projects and production research.

260 Fundamentals of Oral Communication

Theory and practice of oral communication; voice production and breathing techniques; articulation drills; development of effective delivery, presentation techniques, confidence building exercises, and public speaking practice; communication skills for business, the creative arts, and professions.

320 Advanced Acting

An advanced study of period acting styles. Emphasis is on scene study and performance of works from the classical canon: Greek, French Neoclassical, Shakespearean/Jacobean, eighteenth/nineteenth-century, and modern non-realistic plays are used. Prerequisite: Theatre 120 or 220 or permission of the instructor.

Theatre Course Offered Less Frequently

310 Advanced Design

A lab-oriented study of advanced problems in scene, lighting, and costume design including multiple-setting shows and period classics. Emphasis is on visual research and student design projects. Prerequisite: Theatre 210 or permission of the instructor.

WOMEN'S STUDIES

Associate Professor Carol Gayle

Associate Professor Ann Roberts (Chairperson)

Associate Professor Diane Ross

WOMEN'S STUDIES MINOR

(No major is currently available.)
An interdisciplinary minor may be undertaken. Under the guidance of an advisor in Women's Studies, students will develop a program comprising at least six courses, at least three of which must be from the core courses below, plus an internship or research project, and two or more electives.

Core Courses:
Art 325
(Women, Art, and Society)

English 225
(Women and Literature)

History 271
(Women in Modern History: Europe and America)

Philosophy 200
(Philosophy and Gender)

Psychology 340
(Psychology of Women)

Sociology and Anthropology 201
(Gender in Cross-Cultural Perspective)

Sociology and Anthropology 280
(Sociology of Gender)

Additional courses in the curriculum pertaining to Women's Studies include:
Art 326
(Feminist and Gay Identity: Issues and Influences in Modern Art)

Economics 420
(Labor in the American Economy)

Education 210
(Observing the Schooling Process)

Education 215
(Instructional Communication Theory and Practice)

English 218
(Blues Women in African American Literature)

English 307
(Women Writers: Austen, Wharton, Woolf)

English 351
(Junior Colloquium: Gender and Literature)

English 403
(Emily Dickinson)

French 401
(Special Studies: The Role of Women in African Literature of French Expression)

History 347-1
(Topics in Gender and History: The Body and Western Civilization)

Philosophy 303
(Gender and Character)

Politics 318
(Topics in Contemporary Politics: Women in the Third World)

Politics 355
(Family Structure and Political Theory)

Psychology 210
(Developmental Psychology: Childhood and Adolescence)

Psychology 211
(Adulthood and Aging)

Religion 275
(Female Images of the Divine)

Religion 276
(Female Religious Images in Asia)

Sociology and Anthropology 217
(Sociology of Work)

Sociology and Anthropology 220
(Sociology of Sport)

Sociology and Anthropology 240
(Deviance)

Spanish 400
(Special Studies: Women's Voices in Latin America)

DIRECTORIES

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David B. Mathis '60, Vice Chairman

CHARTER TRUSTEES

Class of 2000

J. David Brock, Jr. '66 (1996)
Executive Vice President, Northern Trust Company

DeForest P. Davis, Jr. '65 (1992)
Chairman & Chief Executive Officer, Lester B. Knight & Associates, Inc.

Daniel D. Dolan, Jr. '80 (1998)
Dolan Capital Management

O. Renard Goltra (1987-1994, 1996)
President, Goltra Foundries, Inc.

Hannah Judy Gretz (1992)
Lake Forest, Illinois

Martha S. Simpson '64 (1996)
Lake Forest, Illinois

Barbara O. Taylor (1996)
President, Excelsior! Foundation

Class of 2001

Prudence R. Beidler (1990)
Lake Forest, Illinois

Emmett B. Chapital, Jr., M.D. '74 (1997)
New Orleans, Louisiana

Arthur G. Hailand III '74 (1990)
National Development Director, Lake Forest College

Geoffrey B. Shields (1985)
Gardner, Carton & Douglas

Steven J. Weger, Jr. '67 (1997)
Vice President, Abbott Laboratories

Class of 2002

Jeanne M. Buckley '70 (1998)
Senior Vice President, John Hancock Mutual Life Insurance Company

Stephen S. Cole '76 (1998)
President & Chief Executive Officer, Cash Station, Inc.

James R. Donnelley (1974-1984, 1985-1993, 1994)
Vice Chairman, R.R. Donnelley & Sons Company

Russell W. Fisher (1979)
Chairman, Jasper Textiles

Daniel A. Gescheidle '57 (1998)
Lake Forest, Illinois

Class of 2003

Scott G. Fossel '75 (1995)
Teewinot Capital

Thomas S. Franke '63 (1995)
President, Raymond James & Associates

James M. Hunter '71 (1999)
Williamstown, Massachusetts

Timothy A. Ingraham '69 (1999)
Pride's Crossing, Massachusetts

Rebecca McGowan '70 (1999)
Regent, University of Michigan

David B. Mathis '60 (1989)
Chairman & Chief Executive Officer, Kemper

Ex-Officio

David Spadafora (1993)
President, Lake Forest College

NATIONAL TRUSTEES

Class of 2000

William G. Brown, (1996)
Partner, Bell, Boyd & Lloyd

Robert Cohen '58 (1984-1986, 1996)
President, Center for Innovation

Laura J. Houseworth '49 (1992)
Paradise Valley, Arizona

Terrence J. Mulligan (1996)
Group Vice President, Health Systems (ret.), Baxter International

Rhoda A. Pierce '60 (1996)
Executive Director, Illinois Arts Council

Class of 2001
Mary Casselberry (1988-1996, 1997)
Lake Forest, Illinois

Walter A. Hill '68 (1989)
Dean/Research Director, Tuskegee University

Francis C. Oakley (1997)
President Emeritus, Williams College

Peter G. Schiff '74 (1993)
Northwood Ventures

Class of 2002
Robert A. Eckert (1998)
President & Chief Executive Officer, Kraft Foods, Inc.

Robert Lansing (1998)
Principal, Litchfield Advisors, LTD

S. Anthony McCann '66 (1998)
Staff Director, U.S. House of Representatives

Class of 2003
John W. Ballantine (1995)
Executive Vice President (rer.), First Chicago Corporation

Nancy S. Donovan (1995)
President, NOVUS Financial Corporation

Henry M. Greene '77 (1993)
President, Greene & Associates

Samuel J. Henry (1990-1998, 1999)
Lake Forest, Illinois

Robert S. Morrison (1995)
Chairman & President, Quaker Oats Company

Dennis R. Nyren '72 (1995)
Principal, LaSalle Realty & Mortgage Company

Ex Officio
Raymond E. Britt, Jr. (1991)
President, Lake Forest Graduate School of Management

Beth M. Shields '87 (1998)
President, Lake Forest College Alumni Association

Alison Hodges (1998)
President, Lake Forest College Women' s Board

LIFE TRUSTEES

Clarissa H. Chandler (1983-1991)
Lake Forest, Illinois

Wesley M. Dixon, Jr. (1966-1994)
The Kinship Capital Corporation

Maurice F. Dunne, Jr. (1975-1991)
President, Maurice F. Dunne, Ltd.

Francis C. Farwell II (1958-1989)
William Blair & Company

James P. Gorter (1971-1997)
Chairman, Baker, Fentress & Company

Arthur G. Hailand, Jr. (1968-1984)
Director (ret.), Bank One Illinois Corporation

Margarer S. Hart (1979-1990)
Lake Forest, Illinois

Betty Jane Hollender '42 (1974-1985)
Nashville, Tennessee

Robert M. James (1979-1987)
Lake Forest Graduate School of Management (ret.)

Laurence R. Lee (1991-1999)
Senior Vice President, Administration & Corporate Secretary (ret.), Abbott Laboratories

Paula P. Lillard (1991-1999)
Head, Forest Bluff School

Mary Longbrake '35 (1969-1978)
Vice President (ret.), The Northern Trust Company

James A. Lovell, Jr. (1983-1991, 1992-1995)
President, Lovell Communications

Jean W. Mohr '52 (1980-1996)
Lake Forest, Illinois

Marian P. Pawlick (1987-1997)
Lake Bluff, Illinois

Charlotte H. Simmons (1973-1985)
Lake Forest, Illinois

Virginia B. Sonnenschein (1987-1996)
House of Travel, Inc.

Frank L. Spreyer '35 (1961-1969, 1970-1979)
Executive Vice President (ret.), Jewel Food Stores

James D. Vail III (1986-1994, 1997-1985)
Manager, Public Affairs Operations (ret.), American Hospital Supply Corporation

Florence F. Wheeler (1984-1992)
Lake Forest, Illinois

THE FACULTY

David Spadafora (1990)
B.A., Wilhams College; Ph.D., Yale University; *President of the College and Professor of History*

Faculty Emeriti
Eugene Hotchkiss (1970-1993)
A.B., Dartmouth College; Ph.D., Cornell University; LL.D., Illinois College; LL.D., Lake Forest College; *President, Emeritus*

Donald E. Bartlett (1958-1979)
B.A., William Penn College; M.A., Haverford College; B.D., McCormick Theological Seminary; Ph.D., Yale University; *William R. Bross Professor of Religion, Emeritus*

Kenneth C. Bennett, Jr. (1961-1992)
B.A., University of Wisconsin; M.A., University of Illinois; Ph.D., Indiana University; *Professor of English, Emeritus*

Ann D. Bowen (1952-1986)
Mus.B., Oberlin College; M.A., Columbia University; Mus.D., Northwestern University; *Professor of Music, Emerita*

Dan P. Cole (1965-1994)
A.B., Columbia University; B.D., Union Theological Seminary; Ph.D., Drew University; *William R. Bross Professor of Religion, Emeritus*

Rosemary E. Cowler (1955-1995)
B.A., Douglass College; M.A., Indiana University; Ph.D., Yale University; *Hotchkiss Presidential Professor of English, Emerita*

Michael Benet Croydon (1968-1995)
Associate, Royal College of Art (London); *Professor of Art, Emeritus*

Esther DeMerritt (1959-1979)
Grinnell College; *Associate Director of Admissions, Emerita*

Bailey L. Donnally (1961-1995)
B.S., M.S., Auburn University; Ph.D., University of Minnesota; *Distinguished Service Professor of Physics, Emeritus*

Roger J. Faber (1965-1996)
B.S., Calvin College; Ph.D., Michigan State University; *Jacob Beidler Professor of Physics, Emeritus*

Ronald H. Forgus (1958-1993)
B.Sc., M.Sc., McGill University; Ph.D., Cornell University; *Professor of Psychology, Emeritus*

Frederic A. Giere (1962-1988)
B.A., Luther College; M.S., Syracuse University; Ph.D., University of New Mexico; *Professor of Biology, Emeritus*

Gertrude Grisham (1976-1991)
Absolutorium, University of Vienna; M.A., Ph.D., Northwestern University; *Director of the Writing Center and Lecturer, Emerita*

Rosemary D. Hale (1946-1984)
A.B., Mount Holyoke College; M.A., American University; *James D. Vail Professor of Economics, Emerita*

Forest W. Hansen (1963-1993)
A.B., Harvard College; M.A., University of Wisconsin; Ph.D., Johns Hopkins University; *Professor of Philosophy, Emeritus*

Ann Louise Hentz (1956-1986)
B.A., University of Rochester; M.A., Ph.D., The Ohio State University; *Professor of English, Emerita*

Tung Hon Jeong (1963-1997)
B.A., Yale College; Ph.D., University of Minnesota; *Professor of Physics, Emeritus*

Frank E. Kirby (1963-1993)
B.A., Colorado College; Ph.D., Yale University; *Professor of Music, Emeritus*

Joann Harrington Lee (1950-51; 1960-84)
B.A., University of Missouri; M.A. in L.S., University of Michigan; *Assistant Librarian, Emerita*

Charles D. Louch (1957-1989)
B.A., College of Wooster; M.S., Ph.D., University of Wisconsin; *Professor of Biology, Emeritus*

Charles A. Miller (1974)
B.A., Swarthmore College; M.P.A., Ph.D., Harvard University; *Professor of Politics, Emeritus*

Franz Schulze (1952-1991)
Ph.D., University of Chicago; B.F.A., M.F.A., School of the Art Institute of Chicago; *Betty Jane Schultz Hollender Professor of Art, Emeritus*

Ruth Baker Sharvy (1967-1975)
B.A., University of Wisconsin; *Assistant Librarian, Emerita*

Ralph L. Shively (1965-1987)
B.S., M.A., Ph.D., University of Michigan; *Professor of Mathematics, Emeritus*

Charles S. Smith (1962-1985)
B.A., Western Kentucky State College; M.A., State University of Iowa; Ph.D., Indiana University; *Associate Professor of Mathematics, Emeritus*

M. Lee Thompson (1962-1997)
B.A., Concordia College; Ph.D., Indiana University; *Professor of Chemistry, Emeritus*

Robert James Troyer (1968-1992; 1993-1994)
B.S., Ball State University; M.A., Ph.D., Indiana University; *Professor of Mathematics, Emeritus*

Arthur W. M. Voss (1941-42; 1946-1976)
B.A., M.A., University of Kansas; Ph.D., Yale University; *Professor of English, Emeritus*

Nicholas J. Wasylik (1958-1979)
B.S., The Ohio State University; M.A., Columbia University; *Physical Educator and Coach, Emeritus*

Arthur Zilversmit (1966)
B.A., Cornell University; M.A., Harvard University; Ph.D., University of California (Berkeley); *Distinguished Service Professor of History, Emeritus*

Current Faculty

Dawn M. Abt-Perkins (1993)
B.S., M.S., Ph.D., University of Wisconsin; *Associate Professor of Education*

+Keiko Anno (1990)
B.A., Meiji-Gakuin University; M.A., Ochanomizu University; *Lecturer in Japanese*

Robert Archambeau (1996)
B.A., University of Manitoba; M.A., Ph.D., University of Notre Dame; *Assistant Professor of English*

Valerie Archambeau (1997)
B.A., LaSalle University; M.A., University of Notre Dame; *Academic Technology Specialist*

Robert A. Baade (1973)
B.A., University of Wisconsin (Whitewater); M.A., Ph.D., University of Wisconsin (Madison); *James D. Vail Professor of Economics*

Thomas P. Balazs (1996)
B.A., Vassar College; M.A., New York University; Ph.D., University of Chicago; *Associate Dean of the College, Lecturer in English*

Lois B. Barr (1996)
B.S., Georgetown University; M.A., Middlebury College; Ph.D., University of Kentucky; *Assistant Professor of Spanish*

Jon W. Bay (1999)
B.A., University of Houston; Ph.D., Northwestern University; *Assistant Professor of Politics*

Marylin Bell (1995)
B.A., University of California (Santa Cruz); M.S., SUNY (Stony Brook); *Systems Manager of the Library and Information Technology, Lecturer in Physics*

+Catherine Benton (1987)
B.A., Southern Illinois University; M.I.A. (International Administration and Cross-cultural Education), School for International Training; M.A., M.Phil., Ph.D., Columbia University; *Lecturer in Religion*

+Jeanne Marie Bertaud (1998)
B.A., College of St. Scholastica; M.A., Marquette University; *Lecturer in French*

Renée Wruck Bischoff (1996)
B.A., Carleton College; *Assistant Director of Admissions*

David M. Boden (1996)
B.A., Johns Hopkins University; J.D., College of William and Mary; M.A., Northwestern University; *Lecturer in Sociology and Anthropology*

Ruthane I. Bopp (1960)
B.A., Lake Forest College; M.A., Northwestern University; *Registrar of the College, Instructor in Mathematics*

+Bart Bradfield (1995)
B.M., Roosevelt University; M.M., Northwestern University; *Lecturer in Music, Director of Choral Ensembles*

John Brandt (1996)
B.A., St. Olaf College; M.A., University of Illinois; M.A., University of Michigan; *Head of Technical Services and Government Documents Librarian*

Nancy Carol Brekke (1991)
B.A., Ph.D., University of Minnesota; *Associate Professor of Psychology*

+Herbert Bronstein (1987)
B.A., M.A., University of Cincinnati; B.H.L., M.H.L., D.D., Hebrew Union College; *Lecturer in Religion, Cosponsored by the Jewish Chautauqua Society*

Thomas K. Burton (1993)
B.A. Hamilton College; *Physical Educator and Coach, Director of Summer Conferences*

Lowell A. Carmony (1981)
B.A., Indiana University; M.S., University of California (Berkeley); Ph.D., Southern Illinois University; *Professor of Mathematics and Computer Science*

Pack Carnes (1987)
B.A., Wabash College; M.A., Ph.D., University of California (Los Angeles); *Professor of Japanese*

Quetzil E. Castañeda (1999)
B.A., Cornell University; M.A., Ph.D., SUNY (Albany); *Assistant Professor of Anthropology*

Shiwei Chen (1998)
B.A., Yunnan University; M.A., Beijing University; Ph.D., Harvard University; *Assistant Professor of History*

Jason A. Cody (1995-96; 1997)
B.A., College of Wooster; Ph.D., Northwestern University; *Assistant Professor of Chemistry*

Chris Conger (1995)
B.S. University of Wisconsin (Madison); *Physical Educator and Coach*

Rosemary E. Cowler (1955)
B.A., Douglass College; M.A., Indiana University; Ph.D., Yale University; *Hotchkiss Presidential Professor of English, Emerita; Director of the Master of Liberal Studies Program*

James R. Cubit (1996)
B.S., M.A., University of Iowa; *Director of the Office of Library and Information Technology*

+Linda Dandliker (1997)
B.S., Butler University; Ph.D., University of California; *Lecturer in Chemistry*

Diana K. Darnell (1998)
B.S., M.S., Colorado State University; Ph.D. University of California (San Francisco); *Assistant Professor of Biology*

Melinda Dermody (1996)
B.A., M.A., The Ohio State University; M.L.I.S., University of Texas (Austin); *Head of Public Services*

††Les R. Dlabay (1983)
B.S., University of Illinois (Chicago); M.B.A., DePaul University; Ed.D., Northern Illinois University; *Associate Professor of Business*

+Kathryn Dohrmann (1975-1983; 1985-1987; 1991)
B.S., M.S., Ph.D., Iowa State University; M.P.H., Columbia University; *Lecturer in Psychology*

Judy M. Dozier (1997)
B.A., University of Illinois (Chicago); M.A., Governors State University; *Instructor in English*

Richard F. Dye (1983)
A.B., Kenyon College; M.B.A., Ph.D., University of Michigan; *Ernest A. Johnson Professor of Economics*

Michael H. Ebner (1974)
B.A., University of Toledo; M.A., Ph.D., University of Virginia; *A.B. Dick Professor of History*

Arlene Eskilson (1972)
B.A., M.A., Roosevelt University; Ph.D., University of Illinois (Chicago); *Professor of Sociology and Anthropology*

+Jan Ewing (1992)
B.S., Northern Illinois University; M.Ed., National Louis University; *Lecturer in Education*

Elizabeth W. Fischer (1992)
B.A., Lake Forest College; Ph.D., Northwestern University; *Dean of the College, Lecturer in Chemistry; Assistant Marshal*

†Paul B. Fischer (1971)
B.A., M.A., City College of New York; Ph.D., University of Massachusetts; *Professor of Politics*

C. Richard Fisher (1987)
B.A., M.A., Ph.D., University of Chicago; *Associate Professor of German*

Sandra M. Fox (1987)
B.S., Florida State University; M.S., Ph.D., University of Texas (Austin); *Associate Professor of Education, Chairperson of Education Department*

Timothy A. Fox (1996)
B.A., Florida State University; *Director of Jazz Ensembles*

Phylis M. Frankel (1968)
B.S., M.A., Ph.D., Northwestern University; *Associate Professor of Psychology, Director and Staff Member, Counseling Center*

Brian L. Frey (1996)
A.B., Ripon College; Ph.D., University of Wisconsin (Madison); *Assistant Professor of Chemistry*

Anthony L. Fritz (1978)
B.S., M.S., University of Wisconsin (Milwaukee); *Physical Educator and Coach*

Bernice Elizabeth Gallagher (1984-86; 1990-92; 1993)
B.A., Barat College; M/LS, Lake Forest College; Ph.D., Northwestern University; *Director of Writing Programs, Lecturer in English*

Jonathan Fuller Galloway (1966)
B.A., Swarthmore College; Ph.D., Columbia University; *Irvin L. and Fern D. Young Presidential Professor of Politics*

Steven P. Galovich (1994)
B.A., B.S., University of California (Davis); Ph.D., Brown University; *Provost and Dean of the Faculty, Professor of Mathematics*

Jean-Luc Garneau (1964)
B.A., Université Laval (Quebec); M.A., University of Illinois (Chicago); Licence des Lettres Libre, Université Laval; *Professor of French*

Carol Gayle (1966)
B.A., Swarthmore College; M.A., Columbia University; *Lecturer in History, Director of Community Education, Special Assistant to the Dean of the Faculty, Associate Director of the M/LS Program*

††David George (1985)
B.A., M.A., Ph.D., University of Minnesota; *Professor of Spanish*

Pericles B. Georges (1989)
A.B., University of Illinois (Chicago); M.A., Ph.D., University of California (Berkeley); *Associate Professor of History*

+Rebecca Gilman (1999)
B.A., Birmingham Southern (Alabama); M.A., University of Virginia (Charlottesville); M.F.A., University of Iowa; *Lecturer in Theatre*

+Toni Gilpin (1993, 1999)
B.A. Lake Forest College; M.A., Ph.D., Yale University; *Lecturer in History*

Kent R. Grote (1998)
B.A., Doane College; M.A., University of Cincinnati; Ph.D., George Mason University; *Assistant Professor of Economics*

Robert Bruce Glassman (1969)
B.A., Columbia College; Ph.D., University of Pennsylvania; *Professor of Psychology, Chairperson of Psychology Department*

Benjamin Goluboff (1986)
B.A., New York University; M.A., Ph.D., University of Pennsylvania; *Associate Professor of English, Acting Director of the Learning and Teaching Center*

Clayton Gray, Jr. (1977)
B.A., Fisk University; M.A., University of Colorado (Boulder); Ph.D., University of California (Berkeley); *Associate Professor of German and Russian*

Robert Morse Greenfield (1967)
B.A., Occidental College; M.A., Ph.D., Columbia University; *Associate Professor of English*

R. Sergio Guglielmi (1991)
Laurea, University of Rome; Ph.D., University of Minnesota; *Associate Professor of Psychology*

Cynthia T. Hahn (1990)
B.A., Rosary College; M.A., Purdue University; Ph.D., University of Illinois; *Associate Professor of French, Chairperson of Foreign Languages and Literatures*

Robert L. Holliday (1982)
B.S., University of Missouri (Rolla); M.S., Ph.D., Southern Illinois University; *Professor of Mathematics and Computer Science, Chairperson of Mathematics and Computer Science Department*

Anne E. Houde (1992)
A.B., Princeron University; M.S., Ph.D., University of Maryland; *Assistant Professor of Biology*

Diane M. Kanney (1995)
B.A., Bluffton College; M.A., Bowling Green State University; *Physical Educator and Coach*

Michael Mason Kash (1988)
B.A., Lake Forest College; Ph.D., Massachusetts Institute of Technology; *Associate Professor of Physics, Chairperson of Physics Department*

Laura J. Kateley (1965)
B.S., University of Detroit; M.S., Michigan State University; *Associate Professor of Chemistry*

Karen E. Kirk (1996)
B.S., University of Delaware; Ph.D., Rutgers University; *Assistant Professor of Biology*

Craig D. Knuckles (1995)
B.S., M.S., Tennessee Technological University; Ph.D., Louisiana State University; *Assistant Professor of Mathematics*

David L. Krantz (1963)
B.A., Brooklyn College; M.S., Ph.D., Northwestern University; *Professor of Psychology*

+William E. Kroll (1994)
B.S., M.A., Loyola University; *Lecturer in Spanish*

Marita Labedz-Poll (1998)
B.A., Millikin University; M.S., Eastern Illinois University; *Associate Dean of the College*

+Mary S. Lawton (1994)
B.A., M.A., M.A., Northwestern University; Ph.D., University of Chicago; *Lecturer in Art*

+Arthur Lazar (1980)
M.F.A., Ohio University; *Lecturer in Art*

Karen Lebergott (1996)
B.S., University of Wisconsin (Madison); M.F.A., School of the Art Institute of Chicago; *Assistant Professor of Art*

D. L. LeMahieu (1974)
B.A., Lawrence University; M.A., Ph.D., Harvard University; *Hotchkiss Presidential Professor of History*

Abba Lessing (1965)
B.A., Wesleyan University; M.A., Ph.D., Tulane University; *Professor of Philosophy*

Rami Y. Levin (1994)
B.A., Yale University; M.A., University of California (San Diego); Ph.D., University of Chicago; *Montgomery Assistant Professor of Music, Chairperson of Music Department*

David E. Levinson (1992)
B.A., University of Arizona; M.M., Northwestern University; M.S., University of Illinois (Champaign); *Systems Librarian and Associate Network Administrator*

Louis G. Lombardi (1980)
A.B., Brown University; Ph.D., University of Illinois; *Professor of Philosophy, Chairperson of Philosophy Department*

Cynthia B. Lucking (1988)
B.A., Northwestern University; M.S.A., DePaul University; *Lecturer in Business, Director of Chicago Outreach Program*

Dennis Mae (1992)
B.A., B.S., University of Illinois; M.A., DePaul University; *Designer/Technical Director and Lecturer in Theatre and Communications*

+Ann B. Maine (1994)
B.S., Williams College; M.S., Ph.D., University of Rochester; *Lecturer in Biology*

†††Richard Mallette (1991)
B.A., Boston College; M.A., Ph.D., Harvard University; *Professor of English*

William B. Martin (1961)
B.S., Franklin and Marshall College; Ph.D., Northwestern University; *Professor of Chemistry; Faculty Marshal*

***Louise C. Mason (1981)
B.A., Swarthmore College; M.A., Tufts University; Ph.D., University of California (Berkeley); *Director of Theatre and Lecturer in Theatre*

+Victor A. Matheson (1997)
B.A., St. Olaf College; M.A., University of Minnesota; *Instructor in Economics*

Janet McCracken (1993)
B.A., Vassar College; M.A., Ph.D., University of Texas; *Associate Professor of Philosophy*

*Donald C. Meyer (1995)
B.A. University of California (Santa Barbara); M.A., Ph.D., University of California (Davis); *Assistant Professor of Music, Hotchkiss Fellow, Fall 1999*

Arthur H. Miller, Jr. (1972)
B.A., Kalamazoo College; M.A., (English), M.A. (Librarianship), University of Chicago; Ph.D., Northwestern University; *Archivist and Librarian for Special Collections*

††Ronald H. Miller (1974)
B.A., M.A., Ph.L., S.T.L., St. Louis University; Ph.D., Northwestern University; *William R. Bross Associate Professor of Religion, Chairperson of Religion Department, Coordinator of Interfaith Ministry*

Randy Moore (1995)
B.S., University of Iowa; M.A., New Mexico State University; *Physical Educator and Coach*

Siobhan Moroney (1993)
B.A., University of Oklahoma, Ph.D., Rutgers University; *Assistant Professor of Politics*

William Moskoff (1970-72; 1983)
B.A., Hunter College; M.A., Ph.D. (Economics), Certificate, Russian Area Studies, University of Wisconsin; M.S. (Biological Sciences), University of Illinois (Chicago); *Betty Jane Schultz Hollender Professor of Economics and Biology*

William G. Motzer, Jr. (1992)
B.A. North Central College; *Director of Admissions*

Nader Nazmi (1985)
B.S., Iowa State University; M.S., Ph.D., University of Illinois (Champaign); *Professor of Economics*

Jennifer E. O'Brien (1993)
B.A., University of Rochester; M.S., Ph.D., University of California (Santa Cruz); *Assistant Professor of Psychology*

Paul S. Orogun (1995)
B.S., University of Ife, Ile-Ife, Nigeria; M.A., Ph.D., University of California (San Diego); *Assistant Professor of Politics*

Edward W. Packel (1971)
B.A., Amherst College; Ph.D., Massachusetts Institute of Technology; *Ernest H. Volwiler Professor of Mathematics*

+Anne-Francoise Pattis (1997)
B.A., M.A., Universite de Paris IV Sorbonne; Ph.D., Northwestern University; *Lecturer in French*

+Jacqueline Camille Perret (1989)
A.B., University of Michigan; A.M., Brown University; *Lecturer in English*

Beth T. Pier (1994)
B.A., St. Norbert College; *Physical Educator and Coach*

Rachel G. Ragland (1996)
B.A., M.S., University of Pennsylvania; Ed.D., Teachers College, Columbia University; *Assistant Professor of Education*

Christopher Reed (1996)
B.A., Amherst College; M. Phil., Ph.D., Yale University; *Associate Professor of Art*

†De Juran Richardson (1986-91; 1993)
B.A., M.S., Ph.D, Northwestern University; *Associate Professor of Mathematics*

Ann M. Roberts (1995)
B.A., Johns Hopkins University; M.A., Ph.D., University of Pennsylvania; *Associate Professor of Art, Chairperson of Art Department*

Diane M. Ross (1980)
B.A., M.A., Ph.D., Yale University; *Associate Professor of English, Chairperson of English Department*

*Steven J. Rosswurm (1977)
B.A., University of Michigan; M.A., Ph.D., Northern Illinois University; *Professor of History*

Ahmad Sadri (1988)
B.A., M.A., Teheran University; M.A., Ph.D., New School for Social Research; *Associate Professor of Sociology and Anthropology*

+Ted Schaefer (1990)
B.A., M.A., University of Missouri (Colnmbia); *Lecturer in English*

**R. Scott Schappe (1996)
B.S., University of Michigan; Ph.D., University of Wisconsin; *Assistant Professor of Physics, Hotchkiss Fellow, Spring 2000*

+R. Stephen Sennott (1994)
B.A., M.A., University of Wisconsin (Madison); *Lecturer in Art, Resident Academic Fellow*

+Amy Settergren (1998)
B.A., University of Missouri, Columbia; M.A., Northwestern University; *Lecturer in History*

Shelley Sherman (1993)
B.A., American University; M.S., Northwestern University; *Instructor in Education*

+Florence Singer (1975)
B.A., Barat College; M.S., Illinois Institute of Technology; *Lecturer in Education*

Jacqueline Ann Slaats (1986)
B.S., Iowa State University; M.S., University of Wisconsin (Whitewater); *Director of Athletics, Physical Educator and Coach*

W. Rand Smith (1977)
B.A., University of North Carolina (Chapel Hill); M.A., Ph.D., University of Michigan; *Associate Dean of the Faculty, Professor of Politics*

Diane Snedden (1998)
Ph.D., Northwestern University; Certificate in Microcomputers, College of Lake County; *Academic Technology Specialist*

George L. Speros (1963)
B.S., Edinboro State College; M.A., Middlebury College; Ph.D., University of Madrid; *Associate Provost and Associate Dean of the Faculty, Director of International Studies, Director of Summer School, Associate Professor of Spanish*

+Linda Steiner (1999)
B.A., Kendall College; M.A., Ph.D., Loyola University; *Lecturer in Psychology*

Corinne L. Stevens (1999)
B.A., Pace University; M.S., University of Texas (Austin); *Reference Librarian*

+Jed Stone (1999)
B.A., Lake Forest College; J.D., IIT Chicago-Kent College of Law; *Lecturer in Politics*

+Phillip Stone (1999)
B.A., M.A., University of Michigan; *Lecturer in Spanish*

Jeffrey O. Sundberg (1989)
B.A., Carleton College; M.A., Ph.D., Stanford University; *Associate Professor of Economics*

+Elena C. Sznajder (1999)
B.A., Instito de Profesores (Uruguay); M.A., University of Chicago; *Lecturer in Spanish*

Ghada Hashem Talhami (1983)
B.A., Western College for Women; M.S., University of Wisconsin (Milwaukee); Ph.D., University of Illinois (Chicago); *D.K. Pearsons Professor of Politics, Chairperson of Politics Department*

Jeffrey M. Thompson (1998)
B.S., Central Washington University; M.S., Ph.D., University of Washington; *Assistant Professor of Physics*

Marta Tonegutti (1997)
Laurea in Lettere Moderne, University of Venice; M.A., University of Chicago; *Resident Academic Fellow and Lecturer in Music*

David Walter Towle (1988)
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B.A., Boston College; M.A., Ph.D., Northwestern University; *Associate Professor of Economics, Chairperson of Economics and Business Department*

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B.A., University of Massachusetts (Amherst); M.S., Assumption College; Ph.D., University of Connecticut; *Lecturer in Psychology, Director of Institutional Research*

+Lynn C. Westley (1992)
B.A., Grinnell College; M.S., Ph.D., University of Iowa; *Lecturer in Biology*

Mark B. White (1999)
B.A., M.A., Ph.D., University of California (Berkeley); *Associate Professor of African American Studies and Communications*

Dawn C. Wiser (1998)
B.S., Muskingum College; Ph.D., Colorado State University; *Assistant Professor of Chemistry*

Joseph S. Yeh (1998)
B.A., Transylvania University; Ph.D., University of Massachusetts (Amherst); *Assistant Professor of Philosophy*

David S. Yuen (1995)
B.A., M.S., University of Chicago; Ph.D. Princeton University; *Associate Professor of Mathematics*

William E. Zamer (1989)
B.S., Juniata College; M.A., College of William and Mary; Ph.D., University of Maine; *Associate Professor of Biology, Chairperson of Biology Department*

Dates in parentheses indicate year of original appointment to the faculty and length of service.

+Part-time teaching, 1999-2000
†Sabbatical leave of absence, 1999-2000
††Sabbatical leave of absence, Fall 1999
†††Sahbatical leave of absence, Spring 2000
*Leave of absence, Fall 1999
**Leave of absence, Spring 2000
***Leave of absence, 1999-2000

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Vice President for Alumni and Development

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Athletic Director, Women's Basketball Coach

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William C. Roberts, 1886-1892
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John J. Halsey (acting), 1896-1897
James G. K. McClure, 1897-1901
Richard Davenport Harlan, 1901-1906
John J. Halsey (acting), 1906-1907
John Scholte Nollen, 1907-1917
Henry W. Wright (acting), 1917-1920
Herbert McComb Moore, 1920-1942
Ernest A. Johnson, 1942-1959
John Howard (acting), 1959-1960
William Graham Cole, 1960-1969
William L. Dunn (acting), 1969-1970
Eugene Hotchkiss, 1970-1993
David Spadafora, 1993

MAJOR SCHOLARSHIP FUNDS

Alexandra Galitzine Armour Scholarship

Established in 1992 by members of the Lester Armour family in honor of Alexandra Galitzine Armour to assist undergraduate students with an interest in studies of the Russian language and the Russian Republic. 1998-99 Recipient: Thomas Dranger

Theodore F. Ashford Scholarship

Established through a bequest of Irene Stubbins Ashford in memory of her husband Theodore F. Ashford '28 to provide tuition assistance for students with demonstrated financial need. 1998-99 Recipient: Steven Amelotte

Elizabeth L. Beidler Scholarship for Women

Established by Mr. Francis Beidler II and the Francis Beidler Charitable Trnst to assist a female student. 1998-99 Recipient: Nicole Talge

Francis Beidler Scholarship for Men

Established by Mr. Francis Beidler II and the Francis Beidler Charitable Trust to assist a male student. 1998-99 Recipient: Simon Kotlyar

Grace Updegraff Bergen Scholarship

Established by Dr. and Mrs. Edward A. Mohns in memory of her mother, Grace Updegraff Bergen, and augmented by the Mohns' daughter and son-in-law, Mr. and Mrs. Laurance R. Hoagland, Jr., to assist a student heading toward the Christian ministry or majoring in music. 1998-99 Recipient: Joshua Clark

Richard and Betty Laing Bergman Scholarship

Established by Richard Bergman and Betty Laing Bergman '47 to assist students majoring in the social sciences who display academic excellence. 1998-99 Recipient: April Magnuson

The Bockhoff Scholarship
Established by Mr. and Mrs. L. Barrie Hunt, in honor of Erma Bockhoff Hunt '15, Camilla Bockhoff Dunn '09, and Mary Bockhoff McCrea '07, to assist a student in the humanities who shows special academic promise. 1998-99 Recipient: Irana Abibova

Joseph M. Brickman Scholarship
Established by Mrs. Frances Brickman in memory of her husband, Joseph Brickman, to assist an outstanding student. 1998-99 Recipient: Hollie Kowalczyk

Harold Frederick Bright and Elizabeth Korhumel Bright Scholarship
Originally established by Dr. Harold Bright '37 in memory of his wife, Elizabeth Korhumel Bright '37, to assist students majoring in history or politics. 1998-99 Recipient: Corrine Frank

Gardner Brown Scholarship
Established by Gardner Brown to assist two outstanding students from middle-income families. 1998-99 Recipients: Christine Case, Lynn Gilmore

Burlington Northern Santa Fe Scholarship
Established in 1992 by the Santa Fe Pacific Foundation and its chairman, Mr. Robert Krebs, to provide scholarship assistance to undergraduate students with demonstrated need, with preference given to dependents of Corporation employees and employees of its subsidiaries. 1998-99 Recipient: Ethan Howe

Edward Chappell Memorial Scholarship
Established by Mrs. Edward Chappell in memory of her husband, an alumnus of the class of 1909. 1998-99 Recipient: Beth Rowland

The Class of 1935 Scholarship Fund
Established by gifts from the members of the Class of 1935 in honor of the 50th and 55th anniversaries of their graduation from the College. 1998-99 Recipients: Charles Labelle, Lisa Roseland

The Class of 1937 Scholarship Fund
Established by gifts from the members of the Class of 1937 in honor of the 50th anniversary of their graduation from the College. 1998-99 Recipient: Ann Serdynski

Marilyn Ort Creadick Scholarship
Established by Robert Creadick in memory of his wife to assist an outstanding student, with preference given to a female from Indiana. 1998-99 Recipient: Kelly Sheridan

Leslie M. Dohr Scholarship
Established through a gift from Leslie M. Dohr '35 and his wife, Lydia Dohr, to provide scholarship assistance for students with demonstrated financial need, with preference given to students who participate in College athletics. 1998-99 Recipient: Amanda Taylor

Granger Farwell Scholarship
Established by the Granger Farwell Trust Fund to aid four financially deserving students. 1998-99 Recipients: William Boyke, Betsy Shaulis, Carolyn Zook, Thomas Hardaway

Joseph B. Fleming Scholarship
Established by Joseph B. Fleming and the Robert R. McCormick Charitable Trust to assist an outstanding student. 1998-99 Recipient: Emily Urban

Scott Fossel Scholarship
Established in 1992 to assist a sophomore or junior who has displayed leadership and commitment through excellence in academic and extracurricular activities as Mr. Fossel '75 demonstrated as a student. 1998-99 Recipients: Amanda Mertens, Mike O'Connor

Lila B. Frank Scholarship
Established by Mr. Curtiss E. Frank, in honor of his wife, to assist a male student who demonstrates potential leadership in public affairs. 1998-99 Recipient: Christopher Durso

Nellie V. Freeman Scholarship
Established by Mrs. Nellie V. Freeman to assist a student in need of financial aid with preference given to students of the Presbyterian faith. 1998-99 Recipient: Christopher Lee

Milwaukee Foundation's Sig and Mary Gissler Scholarship
Established by Sigvard Gissler '56 and Mary Gissler to assist students from the Milwaukee area and Wisconsin in need of financial aid. 1998-99 Recipient: Michelle Kramer

Grew Scholars
One full-tuition scholarship may be awarded annually to a Japanese student nominated to Lake Forest College by the Grew Foundation of Japan. 1998-99 Recipient: Shinji Fujimori

William Randolph Hearst Scholarship
Established by the Hearst Foundation to assist minority students. 1998-99 Recipients: Aja Lystila, Ngawang Lobsang

Carl W. Hellberg Scholarship
Established by Mr. Carl Hellberg '17 to assist an outstanding student who is a graduate of Elgin High School. 1998-99 Recipient: Emily Holmes

H. Murray Herlihy Scholarship
Established to assist a deserving student majoring in economics. 1998-99 Recipient: Clayton Stallbaumer

Robert Hixon Memorial Scholarship
Established by Mrs. Robert Hixon, in memory of her husband, to assist a male student of high academic ability and good moral character, with preference given to science majors. 1998-99 Recipient: Eric Rybski

Betty Jane Hollender Scholarship
Established by Betty Jane Schultz Hollender '42 to assist an outstanding student. 1998-99 Recipient: Lark Mills

Jack Hyder Scholarship
Established by Mrs. Etta Bass Hyder in memory of her son, who attended Lake Forest College. This scholarship is to be awarded to a student or students of the Alpha Chi Chapter of the Kappa Sigma Fraternity. 1998-99 Recipient: Rather Stanton

Ralph and Florence Jones Scholarship
Established by Mr. and Mrs. Ralpb Jones to assist a student who demonstrates financial need, with preference given to a student who participates in intercollegiate athletics. 1998-99 Recipient: Alison Grubbs

Enid M. Karch Scholarship
Established by Robert and Lois Conway, in honor of Mrs. Conway's mother, to assist an outstanding student whose home is outside Illinois, Indiana, Michigan, Ohio, and Wisconsin. 1998-99 Recipient: Pavel Kharitonov

Louis A. Keller Scholarship
Established in honor of Professor Keller by Mr. John Reuss '45 and other alumni of the College to assist a Lake Forest College student. First preference is given to a Waukesha County, Wisconsin, high school graduate. 1998-99 Recipient: Joseph Wysocki

Anthony R. and Evelyn F. Kelly Scholarship
Established by Anthony R. Kelly '29 and his wife, Evelyn F. Kelly, to assist deserving students with basic financial need other than tuition. 1998-99 Recipient: Yancy Dominick

Kraft Scholarship for Minority Students
Established by the Kraft Foundation of Kraft General Foods to assist a minority student. 1998-99 Recipient: Cristen Davalos

McGaw Scholars
Established by the Foster McGaw Educational Foundation to assist upper-level students with demonstrated leadership abilities and excellent academic achievements. 1998-99 Recipients: Kimberly Jurawan, Alisa Dichter

Mary and Foster McGaw Scholarship
Established by Mary and Foster McGaw to provide financial assistance for students selected at the discretion of the College based on financial need. 1998-99 Recipients: Leticia Romero, Elizabeth Morby, Jaime Madison

Robert M. '41 and Virginia O. McKenna Scholarship
Established by the McKennas to provide scholarship assistance, with preference given to student athletes. 1998-99 Recipient: Matthew Bookter

W. R. Meadows Scholarship
Established by Mr. and Mrs. Harry G. Meadows '44 (Ruth C. Anderson '46) in honor of Mr. Meadows's father, William '18, to assist a Lake Forest College student. 1998-99 Recipient: Marcus Franklin

Jean and Frank Mohr Scholarship
Established by Jean Whyte Mohr '52 and Frank T. Mohr, Jr. '52 to assist two outstanding students who are either social science or humanities majors and who demonstrate social consciousness. 1998-99 Recipients: Tracy McCormick, Julia O'Connor

Miriam Douglass Moore Scholarship
Established by a bequest from LaVina Moore '57, in memory of her mother, to assist worthy students studying writing and literature. 1998-99 Recipient: Kate Murphy

Raymond Moore Scholarship
Established by a bequest from Mr. Raymond Moore to assist students attending Lake Forest College, with preference given to graduates of Lake Forest High School. 1998-99 Recipient: Natacha von Will

Fred Nitz Scholarship Fund
Established by Anna Colette McIntyre, in honor of her foster father, to assist students who demonstrate need, with preference given to students from St. Peter's Lutheran Church in Joliet, IL, and students from Joliet, IL. 1998-99 Recipient: Valerie Ward

Northern Trust Bank/Lake Forest Scholarship
Established by Northern Trust Bank/Lake Forest to assist an outstanding male and an outstanding female Lake Forest College student. 1998-99 Recipients: Natalia Futasova, C. Steven Halle

Nancy Evans Olson Scholarship
Established by Chester and Rhoda Gray Evans in memory of their daughter Nancy Evans Olson, a 1961 graduate of Lake Forest College. 1998-99 Recipient: Suzanne Sargent

Herbert D. Peterson, Jr., Memorial Scholarship Fund
Established by Mr. and Mrs. Herbert Peterson in memory of their son, Herbert, Jr. '50, to assist a Lake Forest College student. 1998-99 Recipient: Emily French

Mr. and Mrs. Louis H. Rose Scholarship
Established by gifts from Chicago-area newspaper distributors to honor Mr. and Mrs. Rose on their 50th wedding anniversary. Preference given to a student who has demonstrated financial need and has worked in newspaper circulation activities. 1998-99 Recipient: Molly Donahue

Harry Porett (1927) Scholarship Fund
1998-99 Recipient: Irina Ovrutskaya

Gottlieb Schaffer Memorial Fund
Established by Mr. Orto G. Schaffer '13 to assist an outstanding Lake Forest College student. 1998-99 Recipient: Corrine Krumvieda

G. Dale Smith and Ruth Peterson Smith Scholarship for Study Abroad
Established through a gift of G. Dale Smith '37 and Ruth Peterson Smith to provide assistance for students with demonstrated financial need who are participating in a College-approved off-campus international study program. 1998-99 Recipients: Jessica Perrine, Julia Polskaya

Wilma W. Spreyer Scholarship
Established by Mr. Frank Spreyer '35, in memory of Mrs. Wilma Westerman Spreyer '35, to assist a student who demonstrates financial need, with preference given to a minority woman. 1998-99 Recipient: Jocelyn Prince

Truman Scholarship
Established by Mr. Roswell Truman to assist students who demonstrate financial need, with preference to those residing in the United States east of the Ohio River. 1998-99 Recipient: Sarah Zelonis

Charles D. Turgrimson Scholarship
Established by Mr. Charles D. Turgrimson '31 to provide scholarship assistance for students with demonstrated financial need. 1998-99 Recipient: Keith Vassall

UPS Scholarship
Established by a grant from the UPS Foundation, through the Associated Colleges of Illinois, to assist deserving students from different economic and ethnic backgrounds. 1998-99 Recipient: Cydney Williams

John P. Wade Scholarship
Established by a bequest from John P. Wade '37 to assist Lake Forest College students. 1998-99 Recipient: Joanna Ortynska

Robert E. Wallenborn '27 Scholarship
Established by a bequest from Robert E. Wallenborn '27 to assist a student with demonstrated financial need who is studying music. 1998-99 Recipient: Jessica Perrine

William and Cecilia Wetzel Scholarship
Established during the 1983-84 academic year by the estate of Dr. Rita J. Wetzel '49, in honor of her parents, to assist a Lake Forest College student. 1998-99 Recipient: Heather Akin

J. Howard and Barbara M. J. Wood Scholarship
Established in 1995 by Mrs. J. Howard Wood in memory of her husband, an alumnus of the class of 1922 and trustee of the College, this scholarship gives preference to students whose major area of study is music with a particular interest in the study of piano. 1998-99 Recipient: Katherine Quigley

Ruth Hendrickson Wood Science Scholarship
Established by Mr. J. Howard Wood '22 in memory of his wife, who was in the class of 1921, to assist a woman majoring in one of the sciences or mathematics. 1998-99 Recipient: Alexander Karahalios

Blanche Young Scholarship
Established by a bequest from Blanche Young Oldham '15 to assist a student majoring in the general field of communications. 1998-99 Recipient: Per Schelin

Irvin L. Young Scholarship
Established by Mr. Irvin L. Young '26, and supported by the Irvin L. Young Foundation, to assist students who demonstrate financial need, with preference given to those students who are children of Protestant ministers or persons engaged in social work. 1998-99 Recipient: Tomislav Milanovic

Leo and Berenyce M. Zanier Scholarship
Established by Leo '35 and "B" Zanier to provide scholarships to deserving students who could not otherwise afford to attend the College

INDEX

Academic Advising 11
Academic Calendar 7
Academic Divisions 27
Admission 13
  Advanced Placement 15
  Application Schedule 14
  Credit by Exam 15
  Deferred Admission 14
  Early Decision 14
  Examinations 13
  Graduate Program 15
  International Admission 14
  International Baccalaureate 15
  Personal Interview 13
  Secondary School Requirements 13
  Transfer Admission 14
Advising 11
African American Studies 53
Alumni Association 186
American Studies 54
American Summer Program 32
Anthropology 168
Area Studies 55
Art 56
Art Galleries 10
Asian Studies 61
Associated Colleges of the Midwest (ACM)
  Study Abroad 36, 42
  Tuition 19
  United States 36
Athletics 9

Barat College 19, 36
Biology 63
Business 76, 80

Calendar 7, inside cover
Campus Events 10
Career Development Center 12
Certification for Teachers 84
Chemistry 70
Chicago Arts Program 37
Chile Internship Program 41
Chinese Studies 43
Communications 10
  Collage 10
  The Forester 10
  The Stentor 10
  Tusitala 10
Communications Program 74
Community Education for Adults 33
Community Service 11
Computer Science 135, 138
Computing Facilities 8
Consortium 36, 42
Cooperative Degree Programs 33
Costa Rica Program 43
Counseling Center 12
Course Load
  Normal 18
  Overload 19
Course Work Completed Over Two Semesters 19
Creative Project 32
Cultural Diversity Requirement 27
Czech Program 42

Directories 177

Economics 76
Education 34, 83
  Post Graduation Student Teaching Option 86
Engineering 33
English 90
Environmental Studies 96
Experiential Learning 31

Faculty 6, 179
Fees 17
Financial Assistance 21
  Graduate Program 25
  Minimum Academic Progress 22
  Total Course Credits Allowed 23
Financial Policies 18
Florence 43

Foreign Civilization 102
Foreign Languages and Literatures 99
  Foreign Civilizations 102
  French 100, 101, 103
  German 101, 107
  Italian 109
  Japanese 101, 109
  Linguistics 110
  Literature in Translation 111
  Placement Exam 100
  Russian 112
  Spanish 101, 112
French 100, 101, 103
Freshman Courses 29
Freshman Studies 26, 117
Freshman Writing Requirement 26

General Education Curriculum 26
General Information 5
German 101, 107
Graduate Program in Liberal Studies 15, 25, 47
Greece and Turkey Program 41

Health Insurance 18
Health Services 12, 18
History 121
Honors Seminar 127
  Junior Seminar 127
  Senior Seminar 128
  Sophomore Seminar 127
Humanities Division 27

Illinois Teacher Certification 83
Independent Scholar Program 31, 129
Independent Study 32
India Studies 43
Interdisciplinary Studies 31
International Relations 130
Internships and Practicums 35, 131
  Paris, France 40
  Santiago, Chile 41
Italian 109

Japan Study 43
Japanese 101, 109
Junior Honors Seminar 127
Latin American Studies 43, 132
Law 34
Learning Resources 7
Library Facilities 7
Linguistics 110
Literature in Translation 111
Location 6
London and Florence Program 44

Majors 30
Marine Biology 42
Master of Liberal Studies 47
  Admission 15
  Financial Assistance 25
Mathematics 135
Medicine 34
Merit Scholarships 24, 25
Metropolitan Studies 141
Minors 31
Music 10, 142

Natural and Mathematical Sciences Division 27
Newberry Library in the Humanities 37

Oak Ridge Science Semester 37
Off-Campus Study 29, 35
  Merit Scholarships 25
  Study Abroad 39
  United States 35

Paris Internship 40
Philosophy 146
Physics 151
Politics 154
Post Graduation Student Teaching Option 86
Pre-Professional and Career Preparation 33
Presidential Staff 186
Presidents of Lake Forest College 187
Privacy Statement 16
Program in Greece and Turkey 41
Program Leaves 20, 35
Psychology 158

Religion 164
Religious Activities 11
Research Project 32

Research Resources 7
Residential Life 9
Richter Apprentice Scholar Program 30
Russia Semester 44
Russian 112

Scholarship Funds 187
  Merit Scholarships 24
Senior Class Dues 17
Senior Honors Seminar 128
Senior Studies Requirement 29
Senior Thesis 32
Social Sciences Division 27
Sociology 168
Sophomore Honors Seminar 127
Spanish 101, 112
Student Life 6, 9
  Athletics 9
  Campus Events 10
  Music 10
  Religious Activities 11
  Residential Life 9
  Theatre 10
Study Abroad 39
Summer Session 7, 32

Tanzania 44
Teacher Certification Programs 83
Theatre 10, 174
  Garrick Players 10
Transfer Credits 14
Tropical Field Research Program 44
Trustees 177
Tuition and Expenses 17
  ACM 19
  Deposit 18
  Financial Policies 18
  Graduate 52
  Interest Charges 20
  Payment Procedures 18
  Refund Policy 20, 52
  Undergraduate 17
  Withdrawals and Refunds 20
Tutorial 32

Undergraduate Curriculum 26
Urban Education 37
Urban Studies 39

Washington Semester Program 36
Wilderness Field Station 39
Withdrawals 19
Women's Studies 176
Writing Center 8

Zimbabwe Program 45

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